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IN OUR NEXT ISSUE

ATOMIC ENERGY IN THE
WORLD ECONOMY

GORDON DEAN

WATER RESOURCES FOR
AGRICULTURE

WILLIAM E. WARNE

OLD STURBRIDGE
VILLAGE

EARLE W. NEWTON

THIRTY YEARS OF SPEECH TRAINING

CHARLES E. IRVIN

MICHIGAN STATE COLLEGE

IN 1924, W. N. Brigance wrote that man probably spoke fifty words to one he wrote. Today the number has undoubtedly increased. But that man speaks there is no doubt. Because he speaks, we teach speech. However, the question is continually before us of what to teach in a course in speech fundamentals.

At various times we all get into departmental and convention controversy. Our weak convictions weave to and fro in the heat of battle. Therefore, in the hope that a little light might be shed by the historical lamps of wisdom strewn through the years, a survey of the writing on the subject has been made. There is an historical difference of opinion about what should be taught. A study of this difference reveals some interesting patterns in the changing concepts of speech training. At least, we can come out of it with a knowledge of whether or not we are anachronistic.

In 1920, R. D. T. Hollister,¹ of the University of Michigan, set up a rather elaborate chart of the aims and objectives. He phrased a three-point purpose for such a course:

1. To give each student a strong desire for speech power as a personal possession.
2. To liberate his creative, appreciative, and expressive impulses.
3. To give opportunity for practice under intelligent and sympathetic criticism and instruction.

In addition to these purposes, he divided speech into science and art and enumerated some fourteen specific objectives to be achieved. He prefaced his statement of objectives by saying:

The test of a successful beginning course is found not only in what each student knows and can do but also in what direction and with

what certainty he is moving. For this reason, he should be given an ideal beyond his immediate realization.

Within the next two years there appeared two articles, written by Sandford of Ohio State and Hunt of Cornell, which stressed attention to speech content. O'Neil, then of Wisconsin, said that these articles constituted "the most dangerous attack upon the dignity and worth of instruction in public speaking in our generation."²

In defense of their position Sandford wrote, "we had advocated supervision of speech content, O'Neil had interpreted it as a substitution of content for form." O'Neil even went so far in his article as to say that what the student said was of no business of the instructor, but he relented to the degree that help should be given if there was a complete poverty of ideas.

At about the same time that this controversy was raging, Charles Woolbert, in an article in the *Quarterly Journal of Speech Education* for February, 1923, called the study of speech an "academic discipline." Apparently this idea was neither challenged nor accepted.

In 1924, Brigance said of speech, "it is not only a vehicle of communication, but a moulder of character and an influencer of thought."³ While this concept is Aristotelian in origin its inclusion in this article marked what may have been a transition from the previous years of emphasis on the subject to a new emphasis upon the individual.

¹ "The Aims of a Beginning Speech Course." By R. D. T. Hollister. *Quarterly Journal of Speech Education*. June, 1920.

² "Content and Form." By W. P. Sandford. *Ibid*, November, 1923.

³ "The Importance of Speech Training." By W. N. Brigance. *Educational Review*, December, 1924.

CLINICAL METHOD GAINS MOMENTUM

Alfred Root,⁴ in 1926, wrote, among fifteen principles that should guide speech training, these four:

1. The primary conception of speech should be concerned with the communication of thoughts and ideas.
2. We should stress the immediate objectives of the pupil.
3. We should aim to develop power in speaking commensurate with the natural abilities of the child.
4. Criticism should not be detailed and petty, and should not give attention to minor details.

Here is a far cry from Hollister who advocated ideals beyond realization, and perhaps the attempt of the speech field to follow the then embryonic stage of "individual differences" so presently powerful throughout all education.

By 1928 definite new trends of thinking came into print. Bryng Bryngelson wrote, "The development of speech is bound up with the development of intelligence and the emotions; consequently, it is bound up with behavior and personality."⁵ This article was followed by one written by Wayne Morse⁶ which again stressed the mental-hygiene approach to the teaching of speech:

To train to deliver presentable speeches is incidental to a course in speech fundamentals. I would say that the primary educational values to be found in such a course is the development of behavior habits which will enable the student to adjust himself more satisfactorily to his social environment. . . . When we criticize a student's speech habits, we criticize his personality.

Here it is apparent that there is a crystallization of the ideas expressed by Root in 1926; an increased treatment of the individual rather than an imposition of a generally accepted "way of speaking" upon all who entered the first course.

Woolbert, in 1930, wrote that speech was nothing more than a form of applied psychology. And again in 1934 the mental-hygiene approach was brought into relief by Elwood Murray.⁷ He says:

From the standpoint of mental-hygiene, speech training has two great values:

1. It affords means and opportunities for changing the faulty habits of thinking and feeling that underlie maladjustments.
2. It aids the student to obtain the all-necessary objective and critical view of himself.

Thus the clinical method of speech training gained strength from 1926 through 1934. An article in 1931 entitled "Practical, Aesthetic, and Scientific Attitudes toward Public Speaking"⁸ attempted to redefine some of the older concepts but apparently its strength was short lived.

Virginia MacGregor,⁹ in 1934, wrote:

Our idea of speech education is concerned too much with form and method. It should be directed primarily to the education of the individual personality. It should be inspirational and ennobling in influence. It should be addressed to the awakening and fostering of that latent impulse for perfection which is in every human being. Beyond all that, it should have for its object, not the production of miniature Patrick Henrys, but the making of real men.

While her words echo those of Bryngelson, Morse, and Murray, she is the first to include the word inspirational. Previously it may have been inferred either from ideals beyond realization or from the tempting prospect of becoming well-adjusted, but up to this point no one had used the term boldly.

Pelligrini,¹⁰ in the same year, pleaded for a devotion of training away from the personal to the social obligations. He believed that the purpose of speech training was to serve a passion for intellectual honesty and the life of reason. He abhorred

⁴ "Shaping the Curriculum in Speech Education." By Alfred A. Root. *Quarterly Journal of Speech Education*, April, 1926.

⁵ "Personality Changes." By Bryng Bryngelson. *Ibid*, April, 1928.

⁶ "The Mental-Hygiene Approach in a Beginning Speech Course." By Wayne Morse. *Ibid*, November, 1928.

⁷ "Speech Training As a Mental Hygiene Method." By Elwood Murray. *Ibid*, February, 1934.

⁸ "Practical, Aesthetic, and Scientific Attitudes Toward Public Speaking." By Milton Dickens and R. L. Schanck. *Ibid*, November, 1931.

⁹ "Personal Development in Beginning Speech Training." By Virginia MacGregor. *Ibid*, February, 1934.

¹⁰ "Public Speaking and Social Obligations." By Angello Pelligrini. *Ibid*, June, 1934.

the use of speech as a personal power through which one could raise his economic standards.

In 1935, Mendenhall of Stanford University wrote an article entitled "Speech Methods, A Conservation of Natural Illusions."¹¹ He pointed out the dual role of speech as a subject taught and as a basis for student contests. He chided instructors for providing busy-work in the form of papers and workbooks just to make speech a "tough" course or keep it from being the "snap" that students said it was. He advocated the service of the speech staff to all student activities which involved speech, saying, "We must discard the questionable, flimsy devices which conjure for us the illusion of adequacy in effecting social adjustments." Here is an attempt to influence methodology, still 1920-ish, and fuse it with the newer concepts.

WAR IMPEDES PROGRESS

The war took its toll of writing and thinking along these lines. In 1938, Tausek¹² wrote, "The effective way to develop a commanding personality is to develop the power of expression or speech. The most important form of human behavior is speech."

In 1940, E. E. Lewis¹³ in an article on language wrote that "Oral expression is the foundation of thought....the teacher of language is a teacher of thinking."

The war was over and peace had not come but articles were again being written on this subject. Magdalene Kramer¹⁴ attempted to set up the goals for General Education and tie speech in to these goals:

While speech is not synonymous with all education, I believe we have a contribution to make that is real, vital, and essential.....a thinking, articulate public is the strongest foundation of democracy.....this should be accompanied by the power to analyze critically the spoken word, differentiate between fact and opinion, identify false assumptions, and detect fallacious reasoning.

The effect of the war years are apparent in this philosophy; also the effect of the various courses in Communications Skills

that had come into the scene since 1935. They have not been isolated in this article mainly because they carry with them the fundamental method and philosophy of the Speech and English Departments that co-operate in their administration.

In his address to the national convention in 1948, Cortright¹⁵ admonished us thus: "You send a student out of your classroom because he is a better adjusted human being. Let us not relinquish this responsibility to psycho-drama and socio-drama. This is the important work of our tomorrow."

Reviewing these thirty years, we see the pattern change from the old concepts of delivery and organization to the inclusion of concern about content materials, thence to the concern about the individual himself, thence to the concern about his relationship to society and his attendant obligations. Today, no matter what it is called, the dominating force seems to be toward a better adjustment of the individual.

Lee Travis, unintentionally, summed it up this way, "It is not enough to know about the speech the person gives, but we must know about the person giving the speech. We are not interested in speeches, but in speakers."

Most of us in reviewing three decades of controversy have the privilege of being eclectic. Perhaps it is a luxury. There is much to choose from if we are to teach speech. In the last analysis, the worthwhileness of what is taught in a speech class depends most upon the relationship between the "speaker speaking the speech" and the teacher who listens. Without a satisfactory interflow of confidence and motivation, neither content nor form nor adjustment will accrue.

¹¹Education, March, 1935.

¹²"What is Personality?" By Joseph Tausek. *National Education Association Journal*, February, 1938.

¹³"Language As a Socializing Agency." By E. E. Lewis. *Elementary School Journal*, March, 1940.

¹⁴"The Role of Speech Education." By Magdalene Kramer. *Quarterly Journal of Speech Education*, April, 1948.

¹⁵"Our Tomorrow." By Rupert Cortright. *Ibid*, April, 1949.

IMPLEMENTING THE MAJOR FUNCTIONS OF LIVING

In the Chicago Public Schools

PAUL R. PIERCE

ASSISTANT SUPERINTENDENT

THE main emphasis in the overall curriculum effort of the Chicago Public Schools during the current school year is on discovering ways of putting the major functions of living tentatively stated by the Curriculum Council into the educational program. How this emphasis is being effected through work in the schools rather than through the academic action of conventional curriculum committees is the purpose of the article here presented.

The purposes and organization of the Curriculum Council, as established by General Superintendent Hunt in March, 1949, have been described in a previous article.¹ Subsequent bulletins and reports have dealt with such action of the Council as issuance of the Statement of Philosophy and Aims, initiation of a survey of the System's existing curriculum materials, and the formulation of the outline of scope of the curriculum in the form of nine major functions of living. As currently stated, the functions are:

1. Practicing American citizenship
2. Developing economic competence
3. Improving family living
4. Protecting life and health
5. Building human relationships
6. Enjoying wholesome leisure
7. Satisfying spiritual and aesthetic needs
8. Using tools of communication effectively
9. Meeting vocational responsibilities

LISTING LIFE ACTIVITIES

During the school year 1949-1950, a committee representative of administrators, teachers, parents, lay citizens, and pupil leaders analyzed each major function and, with the aid of available scientific studies, listed the activities of everyday

living of the function according to six stages of pupil development. At the same time the committee indicated the subject field or area of the school program in which instruction in each activity should be provided.

The reports of the nine major-function committees were reviewed and edited during the summer of 1950 by the members of the research staff of the Division of Curriculum Development, each of whom had acted as consultant for one of the committees during the year, with the purpose of eliminating overlapping, providing a common phraseology, and effecting general co-ordination of the lists. With this processing, it was felt that the major-function lists of activities were at a stage where they might be utilized as source materials for development of courses of study or other teaching aids.

PILOT PROJECTS

The advantage of having curriculum material tried out in the realistic and practical conditions of the individual school and its classrooms suggested the establishment of centers for study, tryout, and evaluation of the major functions lists of activities in representative schools throughout the system. The feeling also prevailed that principals and teachers generally should be given time and opportunity to familiarize themselves with the nine major functions or areas of living and consider ways of utilizing them to improve the educational program. Still another advantage was that the arrange-

¹ "The Curriculum Council of the Chicago Public Schools." By Paul R. Pierce. *Chicago Schools Journal*, March-April, 1949, pp. 177-179.

ment would capitalize the services of district superintendents, principals, and teachers for overall curriculum construction much more advantageously than would be possible in conventional curriculum committees.

Arrangements were accordingly made through which one elementary school in each of the System's nine elementary districts, one high school in each of the five high-school districts, two special schools, two vocational schools, the three junior-college branches, and Chicago Teachers College are working with the Department of Instruction and Guidance in a realistic tryout and evaluation of the lists of activities produced by last year's major-functions committees. The schools in the elementary and high school districts were selected by the District Superintendents; the other schools by the Assistant Superintendents in charge. To simplify initial procedures, each of these pilot schools is working with the Department of Instruction and Guidance on a single major function, though it draws on other functions or areas as needed. Thus, each function of living is the subject of a pilot study in an elementary school and a secondary school. In addition, some functions are being studied at junior-college and teacher-training levels.

LOCAL CHARACTER OF COMMITTEES

The direction of the work of each center is basically local. The directing committee includes the principal of the school as chairman, three teachers of the school, a boy and a girl representative of the pupil body, a PTA representative, a leader of a community organization, two additional principals of the district, and the District Superintendent as chief consultant. Supplementing this local group are three members from the Department of Instruction and Guidance, namely, a research worker of the Division of Curriculum Development, a psychologist from the Division of Child Study, and a supervisor from the Visual-Aids, Radio, or Subject Supervision Divisions.

Meetings of the committee are held in the school center, and on the call of the principal as chairman. The research member serves as liaison between the pilot center and the Division of Curriculum Development and as the secretary of the committee. Substitute service is arranged for the teachers on the center committees by the Director of Curriculum Development.

HOW THE PILOT CENTERS OPERATE

The major-functions lists of activities, which form the main basis of the pilot centers' study and action, are not usable in their current form by teachers and pupils in the classroom. They are, as has been stated, source materials on which courses of study or other teaching aids may be based. They are not blueprints for action. The role of each center committee, therefore, is to study the lists of activities and their allocations to subject fields, devise teaching aids for incorporating them into the school program, try them out in daily practice, and revise the lists as classroom practice indicates.

The first step being taken by most pilot centers is to study the major-functions lists in the light of such established lists as those of Stratemeyer,² Peters,³ Wisconsin and Illinois State Departments of Instruction,⁴ and the Catholic Commission on American Citizenship.⁵ The next step usually is to examine the school's curriculum to determine which of the listed activities are now being taught adequately and effectively, and to observe what teaching aids are being used to incorporate these activities into the classroom and extra-class experiences of the pupils. These are evaluated for effective-

²*Developing a Curriculum for Modern Living.* By Florence Stratemeyer. Chapters V-VI. Columbia University Press, 1947.

³*Curriculum of Democratic Education*, Part III. By C. C. Peters. McGraw-Hill Book Company, Inc., 1942.

⁴*Guides to Curriculum Building*, Curriculum Bulletin No. 12, Wisconsin Co-operative Education Planning Program, and Bulletin No. 8, Illinois Secondary School Curriculum Program, 1950.

⁵*Guiding Growth in Christian Social Living*, Commission on American Citizenship, Volumes 1-3. Catholic University Press, 1944.

ness and revised as appears needful. This is often followed by noting activities which are not included in the school's curriculum and planning materials and techniques for them.

Before initiating work with the new activities, the pilot schools, mindful that not all the activities on the major-functions lists can, or should, be undertaken at one time, organize them for try-out by easy stages. In some cases, a single activity is made a trial unit or exercise; in other instances, a group of activities may be included in a large unit. Activities are extended, revised, or dropped on the basis of trial procedures and attendant evaluation. Ways are considered for capitalizing on the auditorium, library, plant facilities, school yard, lunchroom, and extra-class experiences in guiding pupils in realistic practice of the activities. The resources of the home and community, through co-operation of parents and lay citizens, are likewise brought to bear in the process of making the activities a part of the pupils' everyday living.

Pioneer work with the major functions of living is not being confined solely to the pilot-study centers. Individual school staffs are encouraged by district superintendents to work on major functions of their own choosing and are assisted by the Department of Instruction and Guidance. Supervisors of special subjects are emphasizing the major functions in their spheres of service.

CO-ORDINATING PILOT-STUDY OUTCOMES

To co-ordinate and synchronize the findings of the committees of the pilot schools as these are reported from the field, a representative committee has been organized in the Division of Curriculum Development. It includes the curriculum research workers and psychologists who serve on the pilot-study committees, and, to insure workability of outcomes, the Assistant Superintendents as chief consultants.

In reviewing and editing the reconstructed lists of major-function activities reported by the pilot-center committees,

particular attention will be given by the central committee to related statements of teaching objectives, teaching units, learning materials, and other instructional aids. These, it is hoped, will provide leads to indicate the forms that the courses of study, teacher handbooks, and other aids for implementing the Curriculum Council objectives should take.

PARALLEL WORK ON COURSES OF STUDY

It will be observed that the processing of the major functions of living thus far described is confined to developing authentic lists of activities of living to be carried out by the pupil to make him a successful member of the American democratic order. The process thus provides a wide and varied source of materials for the school program. It also leaves a very desirable degree of latitude for action of course of study committees. The committees will have the responsibility of suggesting teaching and learning objectives, teaching activities and sources, model units, and various types of professional guides; in short, they will put the materials in helpful form for use by principals, teachers, and pupils. This they will do with due regard to the statement of Philosophy and Aims and to the numerous existing curriculum materials already in use in the schools.

Construction of courses of study, where these are urgently needed, is not being deferred until all processing of the major-function lists of activities is completed. Course-of-study committees on reading for the primary grades, and on industrial arts and commercial subjects in high school are already at work. These committees are drawing on the progressing work of the pilot schools, paving the way for use of the major functions of living by teachers and pupils. In the meantime, basic work in the fundamental processes and in other aspects of Chicago's present effective curriculum continues without interruption in classrooms throughout the school system.

UTILIZING VIDEO PHOTOGRAPHY

PHILIP LEWIS¹

SOUTH SHORE HIGH SCHOOL

The events of the past decade have demonstrated the need for American schools to deal actively with current problems and vital issues. A substantial measure of achievement is already in evidence in this area with even greater prospects for the immediate future. One of the most pressing problems is the gathering of pertinent, adequate, and usable information. Television holds great promise for education here, and video photography is a "first step" now ready for development and utilization.

PHOTOGRAPHING images from a television screen is an activity the educator can use with profit. There are almost a million receivers in operation in Chicago with more than ten-fold that number in the nation. The activity to be described promises a new and effective approach to instruction, having limitless facets and a variety of applications. In addition, the photos are even simpler to take than those of the new baby or of Cousin Bill once the process is understood.

Since you are starting "on the ground floor" of a little explored field it is impossible to cite all of the ultimate applications of kinescope copying. A few suggestions follow; your imagination, experimentation, and findings will uncover many others:

1. Projections of current geographic, climatic, economic, and other type maps, graphs, and charts may be produced by the use of positive film or by making a "positive-negative" which permits the insertion of such a product between two pieces of slide glass.
2. Permanent wall maps and charts may be made from negatives copied from TV screens and printed on large sensitized sheets of canvas.
3. A series of separate exposures may be edited, titled, and combined into a film strip for use in history, civics, current events, drama, arts and crafts, vocational counseling, or many other appropriate areas. Some of these can be accompanied by a magnetic recording of the original dialogue and sound effects when desired.

4. A library of slides or mounted prints may be accumulated for many purposes: stimulating discussion, furnishing material for quiz sessions, fulfilling individual assignments for scrap books, gratifying personal hobbies, and illustrating research.
5. "Shots" of athletic teams in action may be used by coaches to introduce new plays, formations, and maneuvers. Where local contests are televised — this is becoming an increasingly popular practice — a means of remedial instruction is available.
6. Student reporters may "cover" the news photographically and give a verbal commentary to accompany the pictures. Such photos, when printed, can be enlarged on a screen by means of an opaque projector. To make this arrangement practicable it is desirable to enlist the aid of the local camera club or of a group of youngsters in the class to develop and print the exposures without undue loss of time.
7. Discussion of the relative merits of video programs and the development of discriminating viewing criteria for youngsters and teen-agers may be reinforced by accompanying photo records.
8. Creative ideas for the shop, the art room, the music classes, and the laboratories may be gathered in the tangible form of photographs, with a wide selection possible.
9. Unusual pictures of dissolves, montages, and other special effects achieved electronically on the kinescope may be reproduced and make available prints not usually within the scope and reach of the amateur.
10. Micro-copies, using 16mm or 35mm motion picture positive film, may be used to record documents, events of significance, laboratory and research activities. The movie

¹Consultant, Junior Town Meeting League

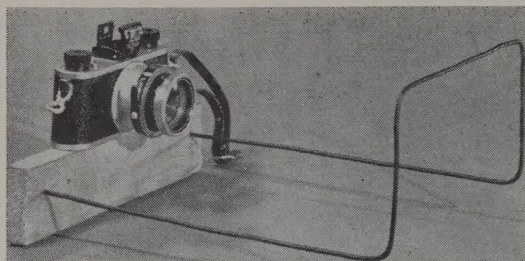


FIGURE A — Focal frame, made from wood scrap and discarded coat hanger, may be held in the hands while taking picture.

camera used should be capable of taking single frame exposures. These can be edited and titled later.

HOW IT IS DONE

Best results obtain when a camera having a lens opening of $f\ 3.5$ or $f\ 4.5$ and a shutter with a timing adjustment of $1/25$ second is employed. Other cameras with "slower" lenses can be used successfully and will be discussed in a later paragraph. Cameras equipped with focal plane shutters are not usually satisfactory for copying TV images.

The procedure that follows is relatively simple, and once the basic measurements are determined it is indeed easier to take photographs from a television screen than from a live subject:

1. Load your camera with Super XX, Superpan Press, or film with a comparably fast emulsion.
2. Fasten the camera to a tripod and adjust its position so that the center of the lens is level with the center of the television screen, and so that the face of the lens and the surface of the screen are as nearly parallel as is possible.
3. Preserving the relationship established in (2), adjust the distance between the camera and the television set so that the image from the video screen covers as much of the negative surface as is possible. It may be necessary to use a close-up or portrait lens to accomplish this in some instances.
4. Focus the camera to "pinpoint" on the 525 lines on the screen that make up the image and not on the image itself.
5. Adjust the contrast and brightness controls on the television receiver as close to the maximum settings as possible without neg-

atively affecting the focus of the image and without resulting in edge flare. Good tonal gradation is the criteria.

6. Turn off the lights in the room in which the exposures are to be made.
7. Release the camera shutter when you judge that the action taking place on the screen can be "stopped" at $1/25$ second.

FRAMING THE IMAGE

This is easily accomplished with a single lens or a twin-lens reflex camera, and only requires positioning the apparatus to a point where the image fills the ground glass area provided at the top or back. This process is a bit more complicated with a folding camera. It is necessary to remove the back, as in the loading procedure, and to open the shutter by placing it in the "time" position and depressing the shutter trigger. Adjust to the largest aperture possible with the equipment. A strip of wax paper or ground glass is held in the film

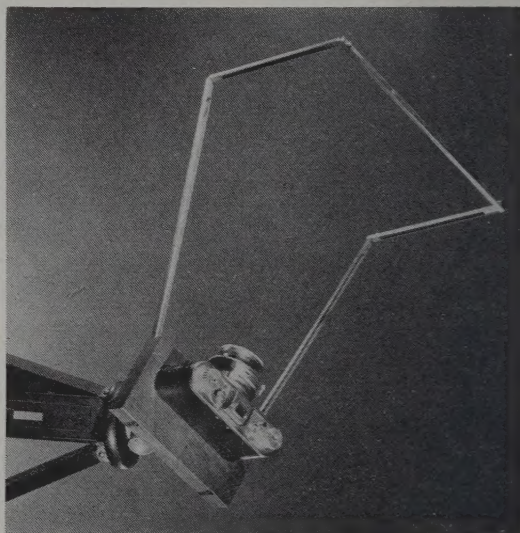


FIGURE B — Focal frame equipped for tripod mounting. This permits accurate alignment and adjustment for fine photos.

track to reproduce, visually, the TV image. The distance between the camera and the television set is now adjusted to give the largest image that will come to a sharp focus on the improvised screen. It may help to place a focusing cloth or a coat

over the top of the camera and the head of the operator to more accurately determine the correct position.

Once the proper relationship is ascertained, an accurate distance measurement should be made from the end of the lens to the center of the face of the TV screen. This will obviate the necessity of going through the whole process each time such pictures are taken.

An ingenious device to facilitate the taking of video snapshots may be adapted from the principle of the focal frame used in micro-photography. See Figures A and B.² This consists of a wood and metal

advantageous to construct and utilize either of the two focal frames illustrated in Figure C. The open frame is easy to construct and works very well. The shielded frame is an adaptation of a similar device used during World War II for radar screen photography in B-29's.³ The advantage of this latter structure is that the need for the tripod is eliminated and the room lights may be left on during the entire process. The shielded frame may be made of cardboard or fiber board and fitted at both ends with snap-on or slide-on attachments for fastening to the camera and to the television receiver. The

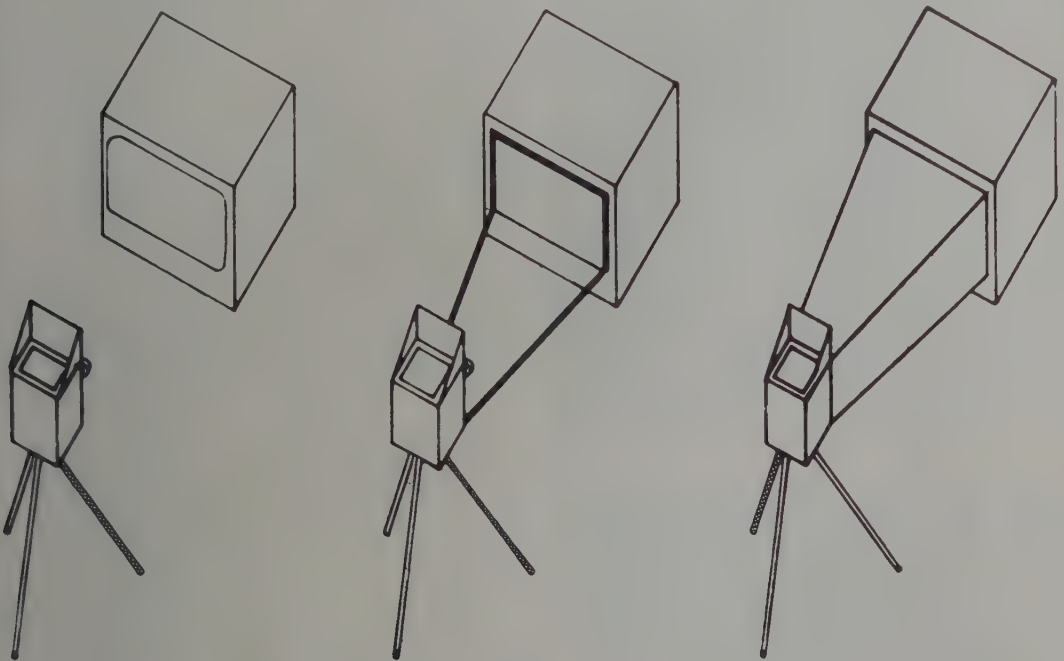


FIGURE C

Manual focusing With open focal frame With shielded focal frame
The use of the tripod with the shielded focal frame is optional.

frame of such form, construction, and dimensions as to quickly and automatically center and space the camera in relation to the television receiver. It may be attached in a few seconds by means of a $\frac{1}{4}$ "-20 machine screw and in no way impairs the normal use of the camera.

Where a nominal amount of video photography is planned, it will be found

action on the television screen will be blacked out, but may be followed through the ground glass on the reflex camera, or a port, cut into the shielded frame with a hinged flap, can be provided for the folding camera situation.

²Reproduced with permission from the Data Book Kodak Lenses, Shutters, and Porta Lenses.

³Suggested by H. J. McKinley of the Eastman Kodak Stores Company, Chicago.

In the event that your camera cannot be brought into focus at a position close enough to the screen to permit the negative area to be almost covered by the image, two alternatives present themselves:

1. The camera may be adjusted for the largest image it can take in sharp focus and then this image-bearing portion of the negative can be enlarged in the printing process.
2. The camera lens may be covered with a supplementary lens, such as one of the Portra series; this is a more satisfactory arrangement. It will shorten the focal length and solve the problem.

FOCUSING

Video photography deals with copying from a "two-dimensional" screen and depth of focus is not a major consideration. However, some of the larger kinescope tubes, twelve-inch diameter and up, have a pronounced convex surface of sufficient curvature to put the edges of the screen out of focus unless the camera aperture is "stopped down" to compensate. Another method to overcome this problem is to reduce electronically the size of the image on the TV screen. This may be accomplished by adjusting the picture width and height controls to confine the image to the central area of the screen surface. The three-by-four aspect ratio of the picture must be preserved, and it is well to be acquainted with the technical side of television if this method is to be attempted. This latter treatment is recommended and necessary only where extreme accuracy is vital to the utility of the pictures. Direct copying from a ten-inch screen is often superior to the results achieved from larger screens.

The United States system of television is based on standards of an image "painted" by an electronic "pencil" of light tracing 525 modulated lines for a complete picture. In practice the odd-numbered lines are traced first and then the even-numbered lines are filled in. This scheme aids the persistence of vision

illusion. Thus, two scanings are needed to produce a finished image. These two round trips take place in a time interval of 1/30 second.

Because of the variation in image quality and definition of the received image, it is essential to focus on the lines rather than on the picture itself. Be certain that the "focus" knob on the TV receiver has been adjusted for the sharpest line definition.

Another precaution is to see that the front area of the picture tube and the surfaces of the safety glass panel are clean. Due to the heat given off by the receiver and certain electro-static charges, a layer of dust usually accumulates on the surface of the tube and in time substantially obscures the brightness of the image. Some of the latest receivers have a dust-proof seal to prevent this condition.

EXPOSURE TIME AND DEVELOPING

The ideal exposure time is 1/30 second to coincide with the thirty image per second speed of the transmitted intelligence. Standard cameras can approximate this timing with a shutter speed of 1/25 second. This interval works out quite well in practice.

If your camera has a "slower" lens than $f\ 3.5$ or $f\ 4.5$ it is well to know that satisfactory results have been achieved with lenses having " f " stops as small as $f\ 6.3$. It is advisable to use the fastest films obtainable and to be willing to accept some "grain" in the results. Also, the exposure time can be increased to 1/10 second, but it is necessary to wait for the action to slow down correspondingly before releasing the shutter.

An exposure meter may be useful to help determine the camera settings if you have one handy. It will be necessary to take a compromise exposure reading, however, and to hold the meter at just enough distance from the screen to give total coverage, approximately six inches for a twelve-inch picture tube with correspond-

ingly greater distances for the larger picture screens.

Take advantage of the special developers available to bring out the "thin" negatives. Intensifier solutions should also be used where indicated. If you do not do your own developing, you may request this treatment from your service company. An increase of 30 to 50 per cent in development time is advantageous in some cases.

If it is the intention to take a long series of pictures, it may be expedient to employ a pair of cameras so that one can be loaded with film while the other is set up and ready for use.

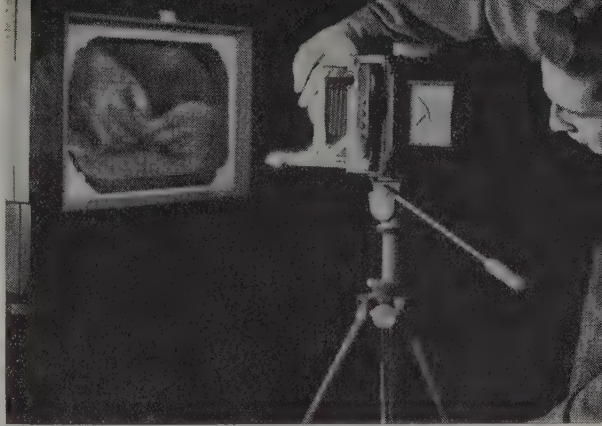
Where it is possible to set up a separate receiver for this kind of work, it is advantageous to match the spectral sensitivity of the film emulsion to the phosphor spectral characteristic for the greatest actinic efficiency. Home-type receivers, in general, use a phosphor which reproduces black and white images. A special tube that gives off images on a blue-fluorescing basis is especially suitable for photographic purposes; this phosphor is designated as P 11.

COPYRIGHT RESTRICTIONS

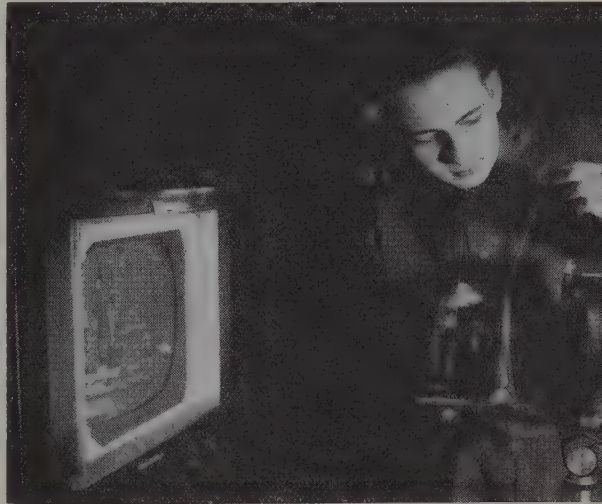
The copying of images from a television screen certainly involves the question of the property rights of the TV station, the actors, and the sponsors. Since the products are to be used in a non-profit situation and in the school in which they were produced, it is doubtful whether steps would be taken to prevent such practice. This situation is stated in another way:

Television is such a newcomer in the field of literary property that its legal aspects are only now being analyzed. Leaving aside purely technical legal angles, however, the aspect of adequate copyright registration presents problems of a practical nature that advertisers and others using the air waves may well consider.⁴

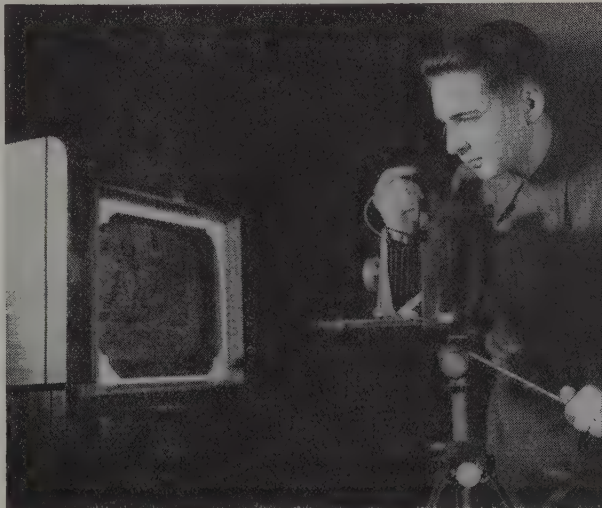
⁴*Television As A Problem in Copyright Registration.* By Richard S. MacCarteney, Chief, Reference Division, Copyright Office. Reprinted from *Printer's Ink*, July 23, 1948.



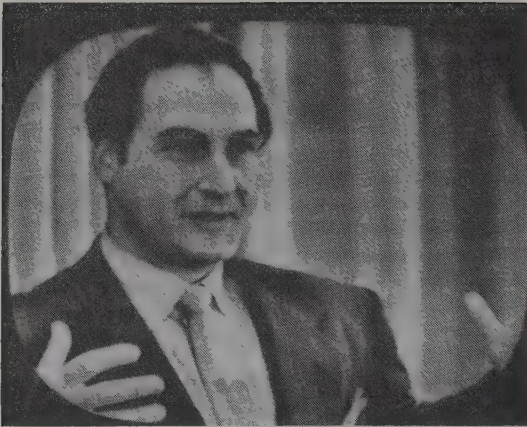
Position the camera so that the image completely covers the negative area and focus sharply.



Adjust timer to 1/25 second and open stop to $f\ 3.5$ or $f\ 4.5$. Attach cable release.



Pace the action on the screen and release the shutter when the movement is sufficiently slow to be stopped at 1/25 second.



A TV Favorite

An opinion expressed for the benefit of

persons interested in using the copying technique follows:

Educators who wish to use television broadcasts in their work by photographing images from television screens for use in the classroom would be well advised to obtain authorization to do so from all persons who may have any rights in the programs to be used. Otherwise, they run the risk of being subjected to a damage suit or an action for an injunction to restrain the use of materials which may have been prepared at great cost and expense.⁵

⁵Discussion of some of the legal problems involved, including an analysis of the various theories upon which a court might enjoin the unauthorized use of television broadcasts, may be found in two articles by David M. Solinger, New York attorney, who specializes in television law: "Unauthorized Uses of Television Broadcasts," September, 1948, *Columbia Law Review*; and "Television Pick Ups," January, 1949, *Fortune*.

A METHOD OF ANALYZING AND EVALUATING CHILDREN'S BOOKS

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THE past twenty years have seen many changes in the field of children's books. Modern methods of education call for the use of a variety of materials to replace the single textbooks of earlier days. Foremost among these materials are trade books, both fiction and non-fiction. In addition to classroom use, trade books are being used in guidance work either by trained personnel as bibliography or by teachers and librarians to help their students solve some of their problems in human relations. And with all this there is always reading just for fun.

This wider use of books has brought a correspondingly increasing demand for more books and greater variety in books. Publishing houses, aware of the growing demand for children's books, have responded by establishing children's departments and building their lists of children's books, with the result that each year sees a larger number of titles published than

the year before. In 1949 there were 979 children's books published; 1950 will go considerably over the 1,000 mark.

These 1,000 or more titles represent a range of quality from very poor to quite good and a range of subjects covering most of children's reading interests and curricular needs. In grade level they range from cloth books for the pre-school child to teen-age fiction and non-fiction. In order to make these books most useful for children and the adults who work with children they need to be evaluated in terms of quality and analyzed in terms of possible uses and appeals. Obviously no teacher or librarian has the time or energy to analyze and evaluate these 1,000 books and select from them the ones that are most suited to the needs of her readers.

It was to give such service in analysis and evaluation that the Children's Book

¹Librarian of the Center for Children's Books

Center² was organized in 1945. At present approximately 75 per cent of the books published each year for children are received by the Center. These books are carefully read, analyzed, and evaluated and are kept in a non-circulating collection that is open to anyone who wishes to use it.

EVERY VALUE CONSIDERED

In the Center's card catalog each book is listed under headings that will bring out every possible use or value it may have. These headings are of six general types: (1) maturity level; (2) subject; (3) developmental values; (4) uses; (5) appeals; and (6) types of literature.

Maturity level: The maturity level of a book as assigned by the Children's Book Center is a combination of subject interest and difficulty level. The difficulty level is determined from a general survey of length and structure of sentences and vocabulary range that is made as the book is being read. Subject interest is based on studies of children's reading interests which show the age level at which there is the greatest interest in certain subjects and types of literature. The combination of the two, subject interest and difficulty level, gives a reasonably accurate grading that has been substantiated to a satisfactory degree by the use of books in the Reading Clinic by children whose reading level is definitely known and whose interests are normal for the age level. The maturity level is usually given in a three figure range — gr. 3-5; gr. 4-6; gr. 7-9; etcetera. The first figure is the level at which the book would be read by advanced readers, the middle grade the level at which it will be read by average readers, and the third figure the level at which it would be read by slow readers who are not more than one grade behind their normal reading level. Books with a high interest level and low difficulty level are indicated by notes on the catalog cards and such books are also listed in the card catalog under the heading **READING — REMEDIAL MATERIALS**.

In deciding whether or not a maturity level is satisfactory, several points are taken into consideration. Fiction books should have the interest level slightly higher than the difficulty level. These books will, for the most part, be read as free reading material and even when they are used as supplementary reading for classroom use they should be slightly easier than the textbook materials in order to stimu-

late interest. This does not mean they are on a level with remedial reading materials but it does mean they will be easy enough that the reader will enjoy them and will not become frustrated with struggling through pages of words and phrases that have little or no meaning for him.

Non-fiction is usually more closely graded to the level at which it will be read. Since there is likely to be more and stronger motivation behind the reading of non-fiction than behind the reading of fiction, the material can be more difficult without discouraging the reader so quickly.

In grading fiction the age level of the characters plays an important part. Fifth-grade readers do not take kindly to a story in which the main character is a six-year-old, even though the book may be at the fifth grade difficulty level. On the other hand, readers seem to like older characters no matter what the discrepancy in years. Young children will respond just as quickly to a picture book in which all the characters are adult as to one about children their own age. Boys and girls in the upper elementary grades go through a period in which they resent any suggestion of love in a book just as they do in a movie. However, they will not object to older characters provided there is sufficient action and the element of romance is omitted.

The Center maintains a separate card file listing books by maturity level and every card in the regular evaluation file carries the grade level of the books listed there.

Subject: Subject headings, as used by the Center, relate to the actual content of the book, i.e. horses, dogs, cowboys, etcetera. Many headings that are generally spoken of as subject headings are considered in the Center as types of literature or uses. For example, a book of poems about spring would be entered under the subject **SPRING** and the type **poetry**. A geography of Mexico would have **MEXICO** as a subject and **GEOGRAPHY** (red upper case) as a use.³

Developmental values: Developmental values⁴ have come to have so widespread a usage within the past few years that they need very little

²Originally called the Center for Instructional Materials

³The different types of headings are indicated on the catalog cards by combinations of upper and lower case and by the use of red and black ink. Subjects are typed in black upper case; developmental values are red upper and lower case; uses red upper case; appeals are red upper and lower case underlined; and types are black upper and lower case underlined.

⁴See March-April, 1950, Supplement to the *Chicago Schools Journal*, "Developmental Values through Library Books," by Effie LaPlante and Thelma O'Donnell.

explanation. They are those elements in a book that may aid the reader in his growth as an individual and as a member of modern society. Based on the developmental tasks of childhood,⁵ they include such headings as Age-mate relations — helping the child to get along with other youngsters his own age; Friendship values; Family relations; Intercultural and Intergroup relations; Self-control; Self-appraisal; Social poise and conduct, etcetera. The developmental value to be found in a book may not be the main theme of the book; sometimes it is to be found in the development of a minor character or in a single incident in the book. These are not morals and have value only where they are so skillfully woven into the story that they become an integral part of the character or the incident.

Uses: The modern classroom uses trade books, both fiction and non-fiction, as often as it uses the more traditional textbooks and for the same purposes. With this in mind the Center analyzes every book in terms of its potential use in a modern curriculum and brings it out in the catalog under the specific units of work. Thus instead of Social Studies as a general heading, the various units that make up the social studies, i.e. history, geography community life, etcetera, are used. Today there is hardly a unit of work for which there is not some trade books, both fiction and non-fiction, that are useful as supplementary reading. Other uses include hobbies, camps, playgrounds, storytelling, remedial reading, etcetera.

Appeals: The headings under appeals are an attempt to get at the element in a book that causes a child to finish reading it, ask for more like it, and recommend it to his friends. These elements are difficult to isolate and sometimes it is impossible to know whether it is the subject or the pattern that most appeals to the reader. For example, are eighth and ninth grade girls interested in nursing or does the easy success-love pattern of most career stories give them the same kind of satisfaction their mothers get from listening to soap operas? Adventure, Winning against odds, Wishes granted are common appeals and ones that are easily identified.

Types of literature: These indicate the form of writing — Poetry, Drama, Biography, Historical fiction, Sport stories, Other lands and peoples, etcetera.

Analysis of the children's books by the six elements mentioned above does not imply acceptance of the books for school, public, and home library use. A book may

fit each of the six categories and still be unworthy of use by children. On the other hand a book may fit into only one category — a subject such as Dogs or an appeal such as Humor — and still be considered a valuable addition to a library if it is well written and will be read with pleasure. Analysis is important if books are to be used widely and most adequately. Evaluation helps weed out the books that are unfit for use and maintain a high quality of materials in libraries and classrooms.

High literary quality should be the goal for all children's books and no book with less than average quality should ever be accepted. High literary quality does not imply difficult reading; quite the contrary. Some of the most difficult children's books are ones in which poor grammar so obstructs the action that the reader becomes lost in a welter of dangling phrases and pronouns with no or with misplaced antecedents and he must either give up or go back several pages and painfully work his way through the maze.

The only acceptable grammatical errors are those used in dialogue as a part of a characterization. Here they may be necessary for the consistency that is an important part of character development. In writing dialect care should be taken to keep it easy to read, to avoid misspellings that are unintelligible, and to avoid its use as a form of stereotyping. Since most people in the South speak with a decided accent it can be branded as stereotyping when an author gives to his Negro characters all the dropped "g's" and slurred "r's" and has his white characters, without regard for age or educational background, speak in faultless, formal English.

Characters should always be appropriate to the time, place, and action of the story and they should be consistent in their speech, actions, and development. The plot should be well-developed and should move swiftly and logically. Coin-

⁵*Developmental Tasks and Education*. By Robert J. Havighurst. Chicago: University of Chicago Press, 1948.

cidence, although acceptable if not over-worked, should not be used as the only solution to the plot. In developing the plot consideration should be given to the age level for which the book is intended. Stories for beginning readers should be episodic, with each chapter a complete unit so that the reader does not feel compelled to finish the book at one sitting. As the reader matures the plot development matures until the teen-ager is reading books in which the action builds chapter by chapter to a single climax at the end of the book. One of the major criticisms of teen-age books is the immaturity of style in which each chapter builds to a climax instead of building to one final climax.

The ideas and concepts presented in a book for children should be suitable for the age level at which the book will be read. Very young children who have only a vague idea of what tomorrow means will get very little from a book built around a character's worry about what the future will bring. In attempting to simplify material for the very young child authors sometimes give wrong impressions, as for example when a recent science book for beginning readers referred to a "molecule" of cake.

Ideas and concepts should be consistent with present day mores. Stereotypes of races, religions, or professions are objectionable, and should not be accepted. The "dumb cop," the "old maid" school-teacher are as objectionable as the Italian organ grinder, the happy-go-lucky Negro, and the Chinese cook or laundryman.

In presenting people of other countries it is important that they be pictured as they are today, or that the reader be made fully aware that the book is an historical account and not a current description. Extreme nationalism is as outmoded in modern children's books as the attitude of racial superiority, although occasionally each is still found.

Accuracy of information and readability are the two major points of consideration

in judging non-fiction. Just as lengthy passages of descriptions and an over-abundance of facts are not suitable for fiction, so fantasy is not a satisfactory means of presenting factual material. As mentioned above, one of the great dangers in writing non-fiction for young readers is the possibility of misunderstandings arising from over-simplification. Both fiction and non-fiction should be written up to the reader's level, not down. Too many writers, especially of pre-school books, mistake coyness for simplicity.

FORMAT IMPORTANT

The physical format of a book needs to be considered when selecting books for library use. The important factors here are: (1) illustrations; (2) binding; (3) page set-up; (4) size.

Illustrations: The illustrations should be pleasing in quality and appropriate for the text. Inconsistencies between text and illustrations should be avoided insofar as possible. Attempts to imitate children's drawings contribute little to a child's development and are not usually pleasing. Too often the artist adds a note of sophistication that the child would not achieve and that most children will not understand.

Binding: Bindings should be durable and attractive. The colors and designs should be appropriate for the content.

Page set-up: Margins should be wide enough so that the page does not look crowded and should be sufficient to allow for re-binding without either losing part of the text or illustrations or bringing them so close to the binding that reading is difficult. The text should be arranged on the page for attractiveness and ease of reading. The latter is especially important for books that are intended for beginning readers who are learning correct eye movements. The text that jumps around over the page or that runs across two pages one time and across a single page the next is difficult for the beginning reader to follow and encourages poor eye habits.

Size of book: Extremely large or small sizes are difficult for libraries to handle and in general are not recommended unless the text is unusual enough to make up for this handicap. Picture book format for books to be used in the upper grades is not good since older readers will reject such books as babyish without ever attempting the text.

Dull, unattractive formats with small print will discourage readers no matter how good the text, as many librarians have learned who have watched the older editions of the classics sit on the shelves without ever being read, only to see the same titles have a great wave of popularity when new, attractive, and readable editions were published.

Three examples of books analyzed and evaluated by the above method:

Hunt, Mabel Leigh. Better known as Johnny Appleseed; decorations by James Daugherty. Lippincott, 1950.

Maturity level: Gr. 7-9

Subjects: CHAPMAN, JOHN

Developmental values:

Service to others

Devotion to a cause

Type of literature: Folk literature — United States

Evaluation: At long last a story that does justice to this semi-legendary character. In a style that has dignity, warmth, humor, and much of the saltiness of folklore, the author has woven a picture of Johnny Appleseed from the known facts and all the legends that have grown up around his name. Although she is careful to indicate where fact ends and legend begins, she does so in a manner so skillful that it never disturbs the reader or detracts from his enjoyment of the story. Not only has she given a very realistic picture of Johnny Appleseed, she has made the people and the country come alive so that they too become good friends of the reader.⁶

Judson, Clara Ingram. The green ginger jar; a Chinatown mystery; illus. by Paul Brown. Houghton Mifflin, 1949.

Subjects: CHINESE IN THE UNITED STATES
MINORITY GROUPS

Developmental values:

Intercultural understanding

Age-mate relations

Brothers-sisters

Older-younger generations

Uses: CHICAGO, ILLINOIS (UNIT)

Type of literature: Other lands and peoples — Chinese

Evaluation: A story of modern Chinatown in Chicago. Ai-Mei and her brother, Lu Chen, feel themselves to be Americans first and Chinese second. In their conflicts with the older members of the family (particularly the grandmother), the reader gets a good picture of the traditional Chinese way of living as contrasted with modern American ways. There are warm family relations, and it is through the help and understanding of the family that the two young people are able to adjust satisfactorily to the demands of the old and the new. This is in many ways one of the best of Mrs. Judson's stories of people from other countries.⁷

Lipkind, William. The two Reds; by Will and Nicolas. Harcourt, Brace, 1950.

Maturity level: Gr. 3-5

Subjects: CATS — STORIES

Uses: CITY LIFE (UNIT)

Evaluation: One Red was a boy; the other was a cat. They both lived in a large city and neither had many friends. The story tells of their adventures one afternoon when the cat was chased by a fishmonger and the boy by a gang and each helped the other escape. Illustrations are in bright reds and yellows that are very loud but somehow pleasing.⁸

⁶Annotation from Bulletin of the Children's Book Center, 0'50, p. 61.

⁷Ibid., 0'49, p. 3.

⁸Ibid., 0'50, p. 61.

There will be no recovery of serenity, no mutual patience sufficient for fraternity, until we learn ourselves and teach our boys and girls that unless human beings become creative artists they remain petulant children, dangerous, predatory.

— Bernard Iddings Bell in "Crisis in Education"

PHASES OF DEAF-ORAL EDUCATION

On a Secondary Level

FRED M. MANZ AND ELBERTA E. PRUITT

PARKER HIGH SCHOOL

CHICAGO was one of the first cities to provide for the oral education of the acoustically handicapped in public day schools. The main features of this program included comprehensive work in speech training and lip reading through the medium of natural language based on the subject matter taught in the regular elementary school. Centers of training under the guidance of specially prepared teachers were established in these grammar schools in order that the handicapped individuals would have the benefit of a natural school environment. With the development of electronics, group hearing aids were installed in these centers to stimulate residual hearing. This inaugurated the auditory training movement in deaf-oral education which has proved very beneficial in not only the fields of speech, language, and lip reading but also in the fields of normal social development and vocational adjustment.

Fourteen years ago a long cherished aim of the Chicago deaf-oral teachers was realized in the establishment of high school centers. Previous to this time a small minority of the deaf-oral elementary graduates had attended regular high schools with a modicum of success. Those students, however, whose deafness antedated the acquisition of speech and language through the normal auditory channels, found difficulty in achieving success in high school without the continued guidance and training afforded by a teacher of the deaf. The success of this initial venture made possible the expansion of the high school program to the degree that the acoustically handicapped elementary school graduate today may go to one of three academic schools, a technical school,

or a vocational school and follow the prescribed curriculum in regular hearing classes.

For educational needs the students may be classified into four groups:

1. The moderately hard of hearing individuals who, with special instruction in lip reading, with help in speech correction, and with efficient experience in the use of hearing aids, can approximate the achievements of normal hearing persons having comparable attributes.
2. The severely hard of hearing individuals who, with more intensive preparation in the field of lip reading, with continuous training in speech development, and with pertinent and consistent emphasis upon auditory training on the group and individual hearing aids, can minimize the effect of their hearing loss to the degree that they can compete successfully with their hearing contemporaries.
3. The deafened individuals who, with persistent attention to the preservation of speech, with concerted effort in the development of facility in lip reading ability, and with intelligent guidance in overcoming the psychological problems posed by a cataclysmic experience—they are suddenly and inexplicably deprived of a major link with their accustomed environment—can make normal adjustments commensurate with their individual capabilities.
4. The deaf individuals whose handicaps date from birth or infancy who, with diligent application to the mastery of fluent language expression, with a keen focus on the objective of attaining a functional lip reading vocabulary, with the fullest realization of their auditory potentials, and with the very creation of speech itself can, through an integration of these activities, actually achieve a full measure of social adequacy, effectually partake of the enriching communicative experiences of life, and significantly contribute to the cultural heritage of society.



Photograph by Alvin Bloom

Pleasurable Reading

A CENTER IN OPERATION

In one of the deaf-oral centers in a Chicago Public High School there are twenty-five acoustically handicapped students under the guidance of two trained teachers of the deaf; eight are moderately hard of hearing, nine are severely hard of hearing, two are deafened — one at five and the other at ten, and five became deaf before speech and language were acquired. These students have varied educational and environmental backgrounds, ranging from twelve years intensive training at a deaf-oral elementary school to a mere nine months of formal training with the accompanying facts of congenital deafness and fifteen years of foreign residence out of a total life-span of sixteen years. These high school students take all of their classes with their regular hearing contemporaries and come to the special teachers for a period of at least forty minutes a day for speech, auditory training, lip reading, and language guidance in their special subject fields. They achieve success in high school in relation to their language ability, their basic intelligence, and the amount of effort they expend. For the large majority of educationally deaf students, the speech, language, and lip reading skills attained at entrance into high school are sufficiently developed for social adequacy. The young men and women have a speaking vocabulary which

enables them to converse with hearing teachers and students, a larger lip reading vocabulary for purposes of understanding, and a still larger reading vocabulary, but a reading vocabulary rarely large enough to cope with the tremendous fund of language which they will meet in their content fields. For those students whose language needs further attention, an intensive program of three or four years for an extra forty-minute period a day is outlined with the special teachers for which activity the deaf student receives special English credit. The materials used in this course depend primarily upon the needs of the individual student, the one criterion studiously adhered to being that the material be interesting and significant. With one it may be reading in the field of sports; with another, it may be reading of materials used in the Army Training Program during the last war, with still another it may be reading of a recreational nature based on easy fiction stories with adolescent interest value. The method of language teaching is necessarily an eclectic one borrowing from all methods em-



Photograph by Alvin Bloom

Enjoying a Social Activity



A Hearing Experience

Photograph by Alvin Bloom

ployed by the teachers of the deaf, such as the natural or experimental method and the logical or grammatical. The good teacher endeavors to use as a reference level that particular method by which the student has been trained unless it is evident that the student's language potential is not being developed thereby. An attempt is made to fit the method to the individual's needs rather than the young person to the dictates of a method.

RESIDUAL HEARING DEVELOPED

All students enrolled in the department participate in an auditory training program designed so that every available use is made of the slightest degree of hearing which the individual may possess:

1. The profoundly deaf may experience rhythm and accent in speech and music, and may become fairly proficient in vowel discrimination.

2. The severely hard of hearing may experience auditory clues adequate to the achievement of speech understanding through the ear alone.
3. The moderately hard of hearing may cultivate the ability to make fine discriminations such as that between "chew" and "shoe."
4. The deafened by meningitis rarely derive significant benefit from amplified sound but they are given every opportunity to do so.

The overall basic aim of this program is the improvement of speech for all hearing-loss types. Every auditory training lesson is also a lesson in speech and lip reading, for each of these three aspects of deaf-oral education are very dependent upon one another and their integration is an essential to the fullest development of each individual's potential. Instead of taking music in the regular hearing classrooms, those students whose handicap is such that

they profit to a greater degree by extra time allotment to auditory training may earn this minor credit under the direction of the special teachers.

SPEECH READING FUNDAMENTAL

The fundamental skill developed in the program is speech reading, or what is more commonly known as lip reading. The words lip reading and speech reading have often been used interchangeably, but with teachers of the deaf the term speech reading more accurately describes the process, for when the deaf student interprets speech through use of his visual sense, the lips are but one medium among others, such as facial expression, gestures, and environmental background of the communication. Every lesson is of necessity a speech reading lesson because the deaf student is trained to use his eyes for his ears and it is through his speech reading skill that the thought of others is imparted orally to him.

The speech reading program of the secondary school is a functional one based upon interpretation of those words, phrases, and language constructions which the student meets in his regular classroom work, for every special subject matter field poses its speech reading problems. The special teachers endeavor to integrate the program through teaching the vocabulary and language constructions which the student meets in his subject matter fields. Extra-curricular work in speech reading is based upon current events and topics of the day under discussion, for it is vital that the student be familiar with these contemporary influences on conversational and social needs outside of the formal school curriculum.

When the student enters the secondary school he is usually proficient in speech reading for the purposes of everyday communication. The supervised speech reading program of the high school is aimed at the development of the skill under such adverse conditions as the student might meet in his social environment. He under-

goes the experience of speech reading under the difficulties of rapid fire conversation between two or more people, under the handicap inherent in poor lighting conditions, under the impediment of background noise. He learns to control his speech reading environment in order to obtain optimum conditions whenever opportunity permits, but as he is living in a hearing society, he must know how to adapt himself to conforming to inflexible situations. The acquisition of speech reading skill is difficult at best, requiring consistent attention, ability to construct the whole from what are often mere fragmentary clues, and comprehension of the significance of trends of thought in terms of increasing understanding of the communication situation.

Authorities in the field agree that speech reading skill *per se* develops more rapidly when taught in conjunction with auditory training. Severely hard of hearing students and the profoundly deaf often have fair ability in vowel discrimination; since the consonants are the more easily speech read and the vowels more easily heard, the combination of the two approaches is conducive to very effective communication.

SPEECH TRAINING EMPHASIZED

The speech program is designed for intelligible communication in everyday situations. The hard of hearing and deafened students participate actively in all oral communication in the classrooms; those deaf from infancy participate to the extent of their ability. The students obtain confidence in their oral effectiveness through such group activities as creative dramatics, choral poetry, speaking before student and faculty audiences, demonstrating before community groups, and addressing conventions. Consistently intelligible speech is still an ideal for the average profoundly deaf student; modified intelligibility is a reality to the teachers, family, and friends of a person so handicapped. The deaf student outstanding in speech is a person who has not only

mastered the mechanics of speech but has considerable facility in language as well. Since recent research studies have demonstrated that 50 per cent of the intelligibility of speech is dependent upon rhythm, phrasing, and inflection, the secondary school program in speech is most vitally concerned with their development.

TUTORING BASIC

The tutoring phase of the program under the guidance of the deaf-oral teachers serves to integrate the skills of language, auditory training, speech reading, and speech, for every subject matter lesson utilizes a combination of these four skills through an audio-visual-kinesthetic approach. Every student receives help in those areas of subject matter which are of a more abstract nature or which involve unfamiliar language constructions. The objective of the tutoring program is to give the student independence and self-confidence in his ability to achieve the success which would be his were he not handicapped. Another aspect of this program is concerned with creating a co-operative spirit among the regular and special teachers on behalf of the handicapped students. This is realized through the media of conferences, confidential biographical reports, and active participation in innumerable school activities. This has resulted in modified teaching techniques, more extensive use of visual aids,

and preferential seating for purposes of instruction through speech reading.

ALL-AROUND DEVELOPMENT PROVIDED

Extra-curricular activities furnish the necessary emotional, social, and physical outlets for the all-around development of the individual because in the majority of these areas the student can compete without the restraint imposed by a hearing handicap. The acoustically handicapped young people can enjoy bowling, swimming, baseball, football, dancing, and band as well as normally hearing persons. The development of teamwork and school spirit creates a sense of fellowship between the two groups; the contribution to the success of an activity increases the respect and interest of each towards the other and effects a realization that a physical handicap does not exclude participation in normal, everyday, teen-age pursuits. Here opportunity for enjoyment and participation is unlimited, for there is no one particular pattern that any one individual must follow.

In conclusion the fact to be emphasized is that the entire program is based upon the needs of the individual as they appear from time to time. The paramount need is adjustment to a hearing world so that each will develop in accordance with his capabilities and intelligence. The success of the program is consistently evaluated in terms of the adaptability of the graduates to society and their evident contributions to the culture.

*Man loves to communicate, and that which is for him
to say lies as a load on his heart until it is delivered.*

— Ralph Waldo Emerson



THE FORESTS PRIMEVAL¹

FRED M. PACKARD²

NATIONAL PARKS ASSOCIATION

HUMAN survival on the earth depends not solely on control of atomic weapons and the advance of cultural mores and ideologies, but also, and with equal force, on the manner in which we utilize and protect the natural resources that support us. Former civilizations, as great in their time as is ours today, are now swept by drifting sands because their peoples ravaged the natural verdure that was the foundation of their strength. As they wasted their natural wealth, they waged violent wars, seeking *lebensraum* by stealing their neighbors' more fertile lands.

The modern world has been as rapacious as were the ancients. In all history no nation has been more wastefully profligate with its resources than has America. In the brief span of three centuries we leveled the verdant forests of vast regions, tore the cover from our priceless soil until the silt polluted our rivers, pillaged our

wildlife, and committed crimes against nature that generations to follow will pay dearly to expiate.

Fortunately, America awakened to the devastation resulting from her national practice of ruthless exploitation and to the danger that she might rapidly exhaust the resources on which her well-being and survival depend. We have learned, during the past few decades, what must be done to ensure the perpetuation of these resources; but in spite of truly astonishing progress, we are not yet applying this knowledge on a sufficiently comprehensive scale. We still cut forests far more rapidly than we replant them, and cut them wastefully. Overgrazing and outmoded farm practices are still widespread, and the price is impoverished soil and eroding watersheds. Despite wise laws to curb

¹Photograph of Mule Deer Farm by Fred M. Packard; all others by Deveraux Butcher.

²Executive Secretary, 1214 Sixteenth Street, N. W., Washington 6, D. C.

slaughter of wild birds and animals, violations are frequent and many species continue to decrease.

These and myriad similar problems will confront the students now in school when, in a short time, they begin to take the reins of government and to determine how we shall administer our resources. Their wisdom and success depend heavily on the comprehension of their civic responsibilities gained during school years. It may not be generally feasible to offer special courses in conservation and nature protection, but these problems can be woven into many existing curricula. They provide opportunities for dramatic and significant education that will lead to good citizenship in later years. The inculcation of civic-mindedness is a goal of every scholastic activity, most effectively achieved when the subject material is inherently appealing to young people. The beauty of the outdoors, the patterns of nature, the ways of wildlife, and the role of growing plants in human economy are vivid to school children and related to their natural modes of thought. Lessons based on such material will be remembered.

NATIONAL PARKS IMPORTANT

The story of the growth of our superb national park system serves as an outstanding example of how the people play a direct part in determining the course of government, an example that is easily understood by students. In fact, the awakening of the United States to the importance of wise land-use may be said to have begun with the establishment of Yellowstone Park in 1872. Since then, eighty years of effort on the part of far-sighted citizens have seen the reservation of twenty-eight national parks and dozens of equally magnificent national monuments, as well as innumerable historic sites, to make up a system that is the admiration of the world. Each of them has been preserved and cared for because it contains natural or historic features that are so outstanding as to warrant inviolate protection for the benefit of all the

people, free from economic exploitation or artificial disruption. Their highest use is their perpetuation as nature made them so that we and our children may again gain those advantages peculiar to such areas.

While destructive activities, such as logging, mining, engineering, and killing wildlife are prohibited in national parks and monuments, these reservations belong to the nation and the people are welcomed to them. In fact, so many people now visit their parks—more than thirty million last year—that providing services and accommodations for visitors has become a major problem. Scenically, the parks are the jewels in America's diadem, her treasures of natural beauty and the pride of her people. Besides their contribution to esthetic pleasure, they are natural laboratories where wildlife, geology, botany, and the processes of nature can be studied under undisturbed conditions; where the activities of prehistoric Indian culture are exhibited full-scale; and where great historical events are reviewed where they occurred. The remnants of America's primeval wilderness are vanishing before the advance of civilization; but the national parks provide those unique qualities of solitude and refreshment that release human tensions in this mechanical age. With these benefits, the parks protect the priceless watersheds at the sources of our streams, safeguard fragile plants and endangered wildlife, and play a major role in promoting the welfare of the land.

National parks are established by Congress, always in response to public demand; while national monuments may be reserved by Presidential proclamation when slower methods will not serve. They are administered under the same policies by the National Park Service, in the Department of the Interior. Its primary duty is to protect these reservations from any sort of injurious activity; it also provides educational services for visitors. Most of the hotels, lodges, and other physical facilities required for visitors are operated by concessioners under contract with the

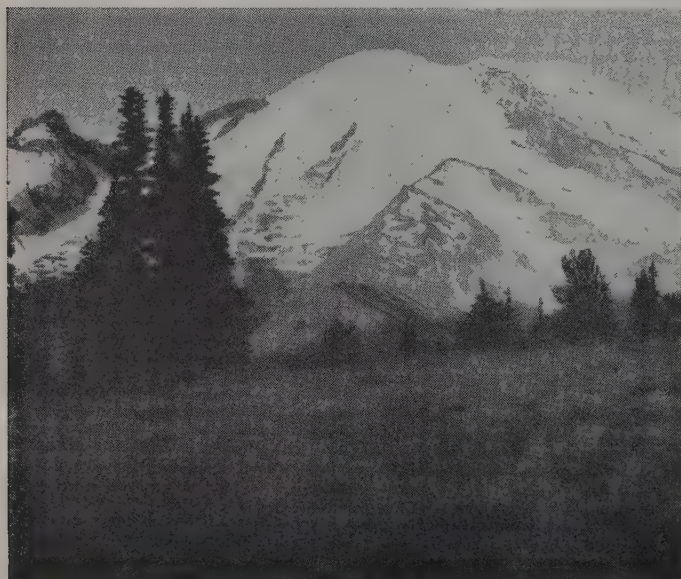


Crater Lake and the volcanic cone of Wizard Island, Crater Lake National Park, Oregon.



View of Grand Teton Mountains across String Lake, Grand Teton National Park, Wyoming.

Mount Rainier, with its system of glaciers, is the outstanding feature of the national park to which it gives its name. The extinct volcano is 14,408 feet high. Alpine firs and whitebark pines are the timberline trees in the picture.



Early morning light in Pot's Hole. Steamboat Rock, 800 feet high, at right. This canyon will be under 500 feet of water if Echo Park dam is built.



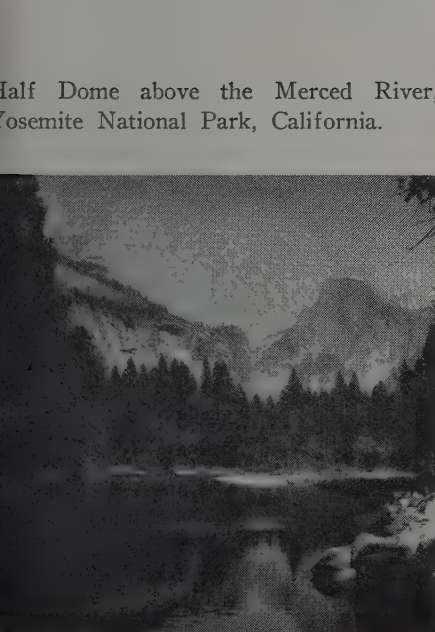


Lake Helen and Lassen Peak, Lassen Volcanic National Park, California.

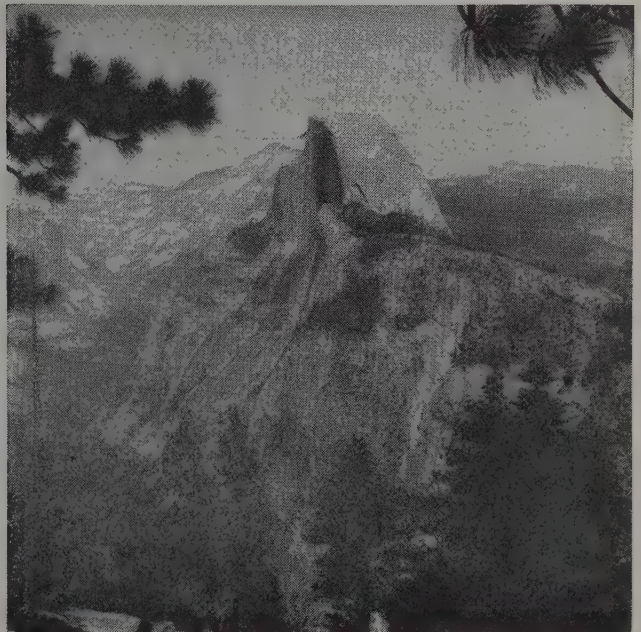


Mule Deer Farm, Rocky Mountain National Park, Colorado.

Half Dome from Glacier Point, Yosemite National Primeval Park.



Half Dome above the Merced River, Yosemite National Park, California.





Mt. Cannon Reflected in Lake McDonald, Glacier National Park, Montana

Park Service. It is commonly believed that our national parks and monuments are safe once they are reserved; but Congress can change its own laws, and local pressures that it make exceptions that will permit some commercial interest to exploit these areas are unremitting. It is here that public opinion must assert itself.

CITIZENS' HELP URGED

The Park Service, being a government agency, can only report on bills before Congress. It cannot arouse the people to the danger represented by a particular proposal. When a threat arises, only the citizens can avert it by actively exerting their powerful influence. About a year ago, local sawmills introduced nine bills before Congress that would have changed the boundaries of Olympic National Park, in northwestern Washington, to exclude the famous rain forest, so that they could strip off the gigantic spruces and firs there. This forest is unique, an enchanted place, where towering spires rise from a mossy floor where many rare plants and animals live. The mills, built to "liquidate" the

once-vast tract, could level this remnant in four years. Conservationists all over America rose to its defense, and expressed their opposition to this timber steal so decisively that the bills died in committee. Some of the most effective opposition came from school students, who themselves wrote to Congress.

Among the most serious threats to the future of the national park system are several proposals to build gigantic dams within these areas. Everyone agrees that we must harness the power and productivity inherent in our rivers, and popular approval of this idea is so natural that it is taken for granted that any such program must be good. It is imperative, however, that all such planning be done wisely, lest serious irreparable damage be done. This question will be especially critical when today's students become active in government. Our national parks and monuments possess such high value in undisturbed condition that only the most critical national emergency could warrant the construction of such water development

projects in them; and even then it must be proved that there are no other suitable locations for the dams. At this moment, Glacier, Kings Canyon, and Mammoth Cave National Parks and the Grand Canyon and Dinosaur National Monuments are threatened by proposed dams. In each case, there are equally good alternative sites for these dams without invading the national park system. Every citizen is concerned in this matter, since the national parks and monuments are national property, and the rights of the people as a whole must be served.

One question confronting the teacher who wishes to use such subjects for classroom study is the availability of information about them. The best sources of information about the national parks and related matters of wild life and nature

protection, in addition to official reports, are the publications of the National Parks Association. Its authoritative and beautiful *National Parks Magazine* is available at special rates to schools, and its noted book, *Exploring Our National Parks and Monuments*, is the outstanding reference work on the subject. The publications of such civic organizations as the Izaak Walton League of America, the Wilderness Society, the National Audubon Society, the Emergency Conservation Committee, and others also contain sound and useful information. The most urgent need in the advance of the national conservation and nature protection program is that the students of today become aware of the basic importance of the subject and learn how to play their part as citizens in guiding our future course.

TELEPHONE SERVICE IN CHICAGO

W. J. PEAK¹

ALEXANDER Graham Bell, inventor of the telephone, left a legacy to all men which began in March of 1876 and marks its seventy-fifth anniversary this year. For it was in 1876 that the telephone carried its first intelligible sentence in a Boston garret where Dr. Bell and his assistant, Thomas A. Watson, were experimenting. Watson was on the other end of the line when he was astonished to hear Bell's voice saying: "Mr. Watson, come here, I want you!" Watson rushed into Bell's room, shouting, "Mr. Bell, I heard every word you said—distinctly!" That was the beginning of the telephone, a distinguished Chicago "citizen," which has played an increasingly important role in Chicago's life and progress.

Dr. Bell was always a school teacher at heart. He once said that he would rather be known as a teacher of the deaf than inventor of the telephone. His father,

Melville Bell, who enjoyed a world-wide reputation, was an author of textbooks on correct speech and inventor of "visible speech," a code of symbols which indicated the position and action of the throat, tongue, and lips in uttering various sounds. Dr. Bell opened a Boston school for teachers of the deaf and deaf students and later became professor of Vocal Physiology at Boston University. His experiments in this field led to the invention of the telephone.

The first telephones were brought to Chicago in 1877, less than a year after Dr. Bell's discovery. They were placed in the offices of the Atlantic and Pacific Telegraph Company, connecting over telegraph wires with the home of John N. Hills in the Ravenswood section.

The first telephone exchange, opened on June 26, 1878, served 75 telephones and was located at 125 LaSalle Street, now 17

¹General Information Manager, Illinois Bell Telephone Company



A Giant "Mickey Mouse" Cable Plow Places Coaxial Cable Into the Ground

North LaSalle Street. Within six months, the list of subscribers grew to 450 business houses and five residences. It was found that the service appealed to the lumber industry and a small branch office soon was established near Twenty-second and Halsted Streets.

On December 21, 1878, the Bell Telephone Company of Illinois was incorporated and in 1881, the Chicago Telephone Company, now the Illinois Bell Telephone Company, was formed. At the end of 1882 the company had 2,610 telephones in Chicago and 393 in suburban towns. Ten years later, the Chicago-New York long distance line was opened and the first call made by Dr. Bell himself.

As Chicago grew, so did the telephone. Fifty years after the first exchange was opened, there were 914,000 Chicago telephones and 405,000 in other Illinois towns where the company operated. All this is a far cry from today and the 1,530,000 Chicago telephones, served from 135 exchanges, connected by 5,700,000 miles of wire; or the Bell network in Illinois and Lake-Porter Counties in Indiana, which

serves 2,600,000 telephones from 366 central offices and is linked by enough wire to go around the world about 380 times and is operated by 39,000 employees.

Americans also are the "talkingest" people in the world. An average of 11,700,000 telephone calls are handled by Illinois Bell daily; and there is a daily average of 165,600,000 in the entire United States, including those of 5,600 independent telephone companies. But the number of telephones and conversations do not tell the true story of the telephone in Illinois.

After World War II, population growth and residence and business expansion resulted in unprecedented demands for telephones, just as they did for schools and teachers. To meet its public obligation, Illinois Bell embarked on an unprecedented expansion program which is still in high gear and will cost an additional \$60,000,000 for new equipment this year.

The big postwar push included the installation of enough central office equipment to serve a telephone in every home on a street reaching from San Francisco



A Camera Club Visits the Telephone Exhibit at the Museum of Science and Industry

to New York and back to Chicago, a street lined solidly on both sides with homes on 30-foot lots, and the addition of more than 720,000 telephones, more than the total number of telephones existing today in Cleveland, Peoria, Gary, and Rockford. Behind all this is a plant investment of \$670,000,000; an annual payroll of \$140,000,000; and \$82,000,000 paid in direct taxes and collected in excise taxes in 1950. In 1949, Western Electric, Bell's supply organization, paid \$43,325,000 to 3,419 suppliers in Illinois Bell territory.

SERVICE A TRADITION

But it has been the "spirit of service" which has been a telephone tradition. The "Voice With the Smile," on the job since the early 1880's, has been the "Telephone Company" to millions. The employment of telephone operators by Dr. Bell opened the door of opportunity for women. By the late 1880's girls were operating practically all Bell switchboards during the

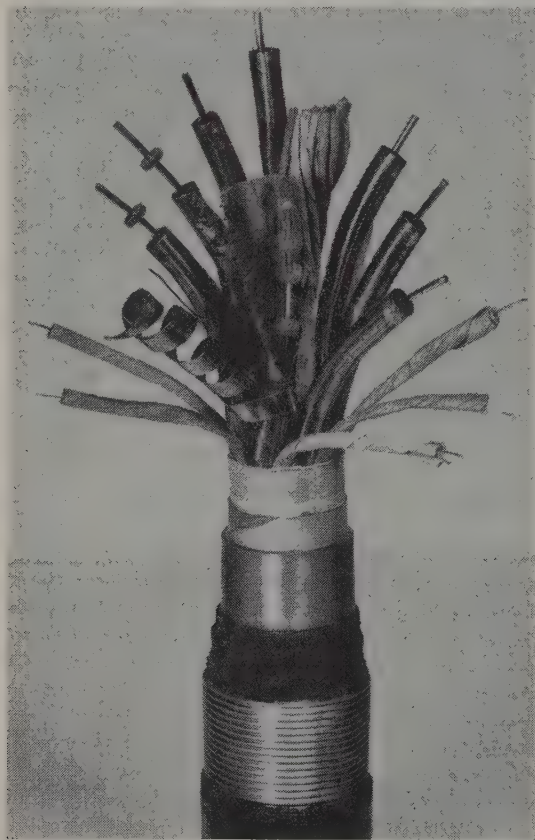
daytime; however, the use of boys and young men as night operators was fairly common until as late as 1903 or 1904. Many of these boys went into other branches of telephone work, rose to responsible positions, and helped write an important chapter in the history of the world's greatest telephone service. G. K. McCorkle, chairman of the Board for Illinois Bell, started his telephone career as a night operator in his home town of Eminence, Kentucky.

Down through the years the operator has been on hand to complete her customer's call, if it were humanly possible, and the appeal for help of one kind or another has elicited the best efforts of perhaps the world's finest service organization. Annually, the Bell System presents Vail Awards, named after Theodore N. Vail, former American Telephone and Telegraph president, to telephone men and women for noteworthy public service;

and there are hundreds of stories, told and untold, about the heroism and initiative of telephone people.

Chicago operator Mary E. Cusick, a Vail winner, once made fifty telephone calls within two hours to locate a chemist who could give the ingredients of a chemical swallowed by a youngster, in order that an antidote could be found to save the child's life.

Telephone Supervisor Elizabeth Lutgen received a call from a woman who had amputated her finger in a home accident. Miss Lutgen called the nearest doctor and then called a taxicab to take the woman to the physician. More than an hour later the victim's husband arrived home to find the house in disorder and the telephone off the hook. But Miss Lutgen was on the



A Fanned-Out Section of an 8-tube Coaxial Telephone Cable



A 150-foot Distributing Frame

line to reassure him and to inform him where to locate his wife.

Rose Morgan won a Vail Medal when her quick-thinking saved a baby seized by convulsions. Mrs. Morgan called nine physicians, meantime checking on the baby's condition. Unable to locate a doctor, she called a pulmotor squad which was on the scene in three minutes. Shortly afterward, a physician arrived in response to a message left at his office by Mrs. Morgan.

These are only a few of the 1,700 emergency calls handled by Illinois Bell operators daily!

Illinois Bell, as part of the Bell System, also has a part in bringing radio and television to you, even though its main job is providing telephone service. For twenty-seven years wire lines of the telephone company have been carrying radio programs from station to station and from city to city making it possible for people in many places to hear the same program simultaneously. With the development of television, the broadcasters turned again to the Bell System to provide the "highways" to carry their programs.

When television started its rapid growth after the war, the Bell System had already developed a cable which could carry the extremely wide frequency bands required



Attending Class Via Telephone

by television. Called coaxial cable, it was being installed on many routes throughout the country as a heavy-duty carrier for all long distance communication needs. By equipping some of the coaxial conductors in these cables to carry television, the Bell System made it possible for inter-city networks to start growing as soon as the industry was ready.

Since the war, rapid development has been made in radio relay, another method of carrying both television and telephone conversations by "shooting" super-high frequencies called microwaves from tower to tower along the radio relay route until they reach their destination. At the end of 1950, there were 72 television stations in 42 cities interconnected by more than 17,000 channel miles.

TELEPHONE SUPPLEMENTS EDUCATION

The telephone company and schools long have co-operated in various programs. Company representatives meet regularly with school officials and vocational advisers to discuss employment, careers, the history and conditions of the industry, and other topics.

The telephone business indirectly has other school "flavors" too. One is the Alexander Graham Bell School located at Grace Street and Oakley Boulevard. This

school was a favorite of Dr. Bell's and he attended dedication ceremonies there on April 11, 1918. The school, organized for teaching deaf children, now also teaches children with normal hearing because afflicted children benefit by association with them as special training progresses. The school was named for Dr. Bell in recognition of his work in improving methods in teaching the deaf. Even today Dr. Bell's spirit remains close to pupils of his namesake school, where his large autographed portrait hangs.

Another interesting telephone development is the two-way communication system between homes and schools. In several communities around Chicago shut-in pupils are traveling to school over telephone lines. A portable unit in the classroom picks up and transmits every spoken word over a telephone wire to a home unit, consisting of a combined amplifier and speaker-microphone operated by a listen-talk switch. Thus, stay-at-homes receive the same schooling as their classmates; they answer roll call, recite, and hear everything said by teachers and fellow-pupils. They even hear the shuffling of feet and papers. Written homework is picked up by classmates and taken to school for correction. Teachers call the "bedside system" a morale builder because it gives the students a sense of belonging to the class, while they continue studies at home.

Even dentists are going back to school, by telephone. Practitioners from all over the country for the past three years have been hearing important discussions on dentistry from speakers hundreds of miles away. It is done over long distance telephone lines. The University of Illinois School of Dentistry in Chicago has been a pioneer in the field, arranging for programs through the telephone company. As many as 9,000 dentists in 325 cities simultaneously have heard the voice of a distinguished lecturer travel over telephone wires. In this way, a series of

lectures may be heard without dentists leaving their home towns, saving time and money in traveling. Businesses also hold conferences in a similar manner.

Bell's exhibit at the Chicago Museum of Science and Industry is another popular civic activity. In 1950, about 1,650,000 people visited this exhibit, one-third of them children. Most of the children were there on conducted school tours.

After two years of testing and production, the telephone company has also developed a new program to instruct grade school children in good telephone usage. This is a 16 mm motion picture, "Adventure in Telezonia"; a filmstrip, "How We Use the Telephone"; a teacher's manual describing the package's teaching aids; and a children's booklet. The "Telezonia"

package is now being used in many Chicago schools and high praise has been given it by school officials.

The future holds even greater tests for Illinois Bell. It must provide for an ever-increasing demand for military and defense telephone service and, at the same time, safeguard its communications network against sabotage. Civilian needs must also be met as far as national policy allows. As part of a defense program, special identification passes have been issued, employees are being finger-printed, secrecy of communications is being re-emphasized, and security measures are in effect throughout the company. But, as in the past seventy-five years, the company will meet the challenge to the best of its ability.

NOTES FROM THE FIELD

A Work-Experience Program for Teachers

EDWIN A. LEDERER

DIRECTOR OF THE BUREAU OF INSTRUCTION MATERIALS¹

AN in-service development program for Chicago commercial teachers directed toward the acquisition of broader contacts with the complex relationships and procedures of modern business was inaugurated during the summer of 1950.

Preparations for the program were started early in the second semester of the school year 1949-50. The first step in the program was the issuance to principals of secondary schools of an explanatory letter outlining the general nature of the program under consideration and requesting that they inform this office of the number of teachers in their school who expressed some interest in the plan. Replies were received indicating that a sufficient number of teachers desired to know more about the program to warrant further planning. Subsequent to the official announcement of the program by bulletin, a meeting with teachers interested in voluntary participation in the project was held in May, 1950. The discussion during this meeting centered about the steps to be taken in placing teachers in positions most nearly suited to their interests. It was made clear at this time that this was designed as a true in-service pro-

gram, with recognition for participation through filing a record of the work experience in the teachers' personnel folders. The program was taken out of the category of merely arranging for summer employment for the purpose of receiving additional income. Moreover, it was explained that the major emphasis in the process of acquiring work experience was not to reinforce technical skills so much as to acquire new perspectives regarding the development of worker attitudes, appreciations, and understandings which are crucial in our modern business economy.

A representative group of Chicago business firms were approached in regard to participation in this program. Fourteen concerns expressed their desire to assist in the project and arranged to provide working opportunities for the teachers enrolled. Among the firms with whom teachers were placed by June 30 were the Stewart-Warner Corporation, Swift and Company, Chefford Master Manufacturing Company, Burroughs Adding Machine Company, and the office of the National Committee on Boys and Girls Club

¹Chicago Board of Education. Formerly Director of the Division of Commercial Studies.

Work. Valuable assistance in the implementation of the program was received from the Office Management Association of Chicago and the Chicago Office Supervisors Club.

The majority of the teachers participating in the program were interested in secretarial, clerical, and general office positions, and for these little difficulty was encountered in making placements. Because of existing seasonal business factors, the placing of the small group which designated personnel or accounting work presented a much more difficult problem.

Shortly after school reopened in the fall, arrangements were made for a meeting of commercial teachers, at which time the summer work experience program was described and evaluated by participating teachers and by representatives of co-operating businesses. Much of the discussion had practical implications for the classroom teacher in the field of the commercial studies. Moreover, the attention focused on the acquisition of good work habits and other desirable traits had significant relationships to virtually all subject fields. Some of the pertinent statements made by teachers and business representatives regarding personal relationships in the business world were:

I determined to look for directional drives — the power that causes one to go right through until the job is finished. Loyalty and personality enter into it, but there is also a great deal in the individual's desire to get a day's work done in a day. So many wish to do just enough to get by. That drive to get a job done is a certain standard.

Avoidance of errors is stressed in the training period. While we recognize the fact that beginners do make errors, the weakness comes in making the same error a second time. If we have not developed little methods of self-proof and self-checking, we are not enabling the students to know when the job is finished and whether or not it is right or wrong. The making of an error is not a crime, but the fact that the report was not checked, and the error detected and corrected, is.

I learned many short cuts and tricks from the head of the department. The firm wanted girls who could get along with everyone else in the place. The girls were splendid. Their production rate was high, and they were interested in their work. If one girl got tied up, another helped her immediately.

Only by working in an office can a person understand the problems that we face in business. What are the advantages of actually seeing these problems? A teacher is in a better position to instruct, guide, and interpret business problems to her students.... Since we continually work under a time limit, we work under pressure. We have to do this because we have to meet a deadline. Completing our work on time is a challenge; and completion of our work before the due date gives one a sense of pride.... Many new workers are somewhat baffled and unable to grasp the significance and importance of their

work. They often become discouraged and dismayed. I do not think that we put too much pressure on, but employees must get into the swing of business and put out this extra effort whenever it is necessary. These periods will come in every accounting office. There are trends in the accounting office which can be recognized only by actual contact.

As is the case with all types of in-service training, values derived from work experience are determined by the individual participant. Teachers who participated in this program were working primarily to gain insight into the workings of modern business in order that these might be reflected in their classroom instruction, rather than for monetary rewards. Similarly, the co-operating businesses were genuinely concerned with providing the varieties of working experience which they felt would be most beneficial to the teachers. However, their motives were not merely philanthropic, since there was general agreement as to the high quality of service rendered by the teacher-employees. Employers recognized the advantages in employing, even on a short-term basis, persons not only well trained in business skills, but also having qualities of adaptability, resourcefulness, and trustworthiness. In referring to one of the teachers who worked in his office, an employer said, "She was able to adapt herself to the office routine conveniently and quickly. She had the knowledge of transcribing letters and the ability to type. She was able to absorb office routine and handle the assignments readily. She had the more mature understanding of the purpose of the work; she had the concept of the entire picture and recognized the fact that one small error will alter the entire picture." Moreover, business groups were aware of the long-run benefits of such employment in terms of the values passed on to students in commercial classes who will constitute the source of supply of their workers of the future. An assessment of the values inherent in such a work-experience program would, on the basis of this initial effort, include the following:

New appreciations were gained regarding the importance of developing desirable personality traits in modern business.

Broader understanding of business standards, techniques, and practical applications was acquired.

Through working side by side with men and women in the business world, and in some cases with former students, new concepts of teaching to meet life needs were developed.

As a result of the high quality of service rendered, the co-operating businesses came to respect more highly the professional skill of the teachers with whom they became associated.

The program contributes to a realization of the basic objective of integrating the work of the schools into the life of the communities which they serve.

NEW TEACHING AIDS

EDITED BY JOSEPH J. URBANCEK

CHICAGO TEACHERS COLLEGE

Contributors to this section are James P. Fitzwater, Elizabeth R.

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FILMS

Statesman Series. Distributed by Encyclopaedia Britannica Films, Inc., Wilmette, Illinois. Available to the Chicago Public Schools from the Division of Visual Education.

The long felt need for an understanding of the great men who were the political leaders at the time the United States was becoming a nation is being realized in a new series of motion picture films. Each of the films re-enacts significant episodes in the lives of these men, depicting their personalities, recreating the experiences which shaped their personalities and which made them leaders of men and builders of our nation. In the episodes the audience can see real people coming to grips with the vital issues which were part of the birth and growth of the nation. Each film shows what made these men effective politicians, what their special values and skills were, how their personalities developed, what they contributed to the political development of their times, and why their contribution continues to be important today.

George Washington. 18 minutes. 16 mm sound. Black and white, \$85. Washington's life is portrayed from the time he was a surveyor at sixteen years of age to master of Mount Vernon, adjutant general of the Pennsylvania Militia, advisor to General Braddock, Commander-in-Chief of the Colonial Army by appointment of the Second Continental Congress, through the struggle with the British until their defeat at Yorktown, and his election as the first president of this new republic. Of interest to classes studying the foundations of American foreign policies which include the avoidance of foreign entanglements, national independence, national unity, international respect, and the American spirit of progress.

Alexander Hamilton. 18 minutes. 16 mm sound. Black and white, \$85. This film re-enacts episodes in the drama-packed life of a leading figure in the formation of the American nation. Hamilton is revealed first as a boy business man in the West Indies. Following a brilliant career at King's College, he gained recognition and assured the success of the adoption of the Constitution. As Secretary of the Treasury in Washington's Cabinet he established credit, currency, and tax measures. His career ends in the duel with Aaron Burr. Of interest to classes studying the foundations for the Constitution of the United States and the establishment of its financial structure.

John Marshall. 18 minutes. 16 mm sound. Black and white, \$85. Events shown are boyhood in the Blue Ridge Mountains, promotion to judge advocate in Washington's Army, his father's urging him to enter politics, and his attendance at the State of Virginia's ratification of the new Constitution of the United States. As Chief Justice of the Supreme Court he uses the case of Marbury versus Madison to assert that the Supreme Court has a right to declare a law unconstitutional. Of interest to classes studying the development of the U. S. Supreme Court as the formulator of the legal basis for this strong and united nation today, and the final interpreter of the Constitution of the United States.

John Quincy Adams. 18 minutes. 16 mm sound. Black and white, \$85. After the tense atmosphere of the Revolutionary War years, John Q. Adams learns the ways of diplomatic service as secretary to his father, John Adams, in the negotiations of the treaty of peace in Paris. While serving as senator from Massachusetts he loses his seat in the Senate when he supports Jefferson's Embargo Act. He returns to the diplomatic service leading the U. S. Delegation in negotiating the peace treaty after the War of 1812. As Secretary of State in President Monroe's Cabinet he is shown influencing world thought in regard to the extent to which leading world nations will continue to colonize in the Western Hemisphere. Of interest to classes studying the backgrounds for formulation of the Monroe Doctrine, the expansion of the United States across the continent, and that free peoples should be allowed to control their own destinies without submission to foreign nations.

Andrew Jackson. 18 minutes. 16 mm sound. Black and white, \$85. Young Andrew, a boy of the Carolina frontier, defies a violent British army officer during the American Revolution. Later he is acclaimed a national hero when his army defeats the British. With the vote of the West he becomes the Seventh President of the United States. The significant events in his term were (1) the struggles with Calhoun to preserve a strong union against states rights people, and (2) the controversy over the United States Bank as controlling the development of the West. Clay and Webster are shown as leaders of the opposition. Of interest to classes studying the basis of American democratic government; it stresses that the principles of this form of government must be eternally defended, that the people must be aware of their responsibilities, and that all viewpoints must be considered in determining issues.

John C. Calhoun. 18 minutes. 16 mm sound. Black and white, \$85. Young John observes his father bring a negro slave to their back country home in South Carolina. He is educated to represent his people politically. Political success shows him as a representative in Congress and elected to the Vice-Presidency. He supports the Constitution in advocat-

ing a strong protective tariff that guards the nation's growing industry. Since this works hardship on the southern planters, he accepts the doctrine of nullification. His point of view brings the enmity of Andrew Jackson. Jackson decides to use force against South Carolina to preserve the authority of the Federal Government. Calhoun is shown making his last great speech in the Senate in an effort to gain the right of minority and avoid war. Of interest to classes studying whether the final power of sovereignty of government rests with the Federal Government or with the States and emphasizing that too much centralization of national power was not desirable.

Daniel Webster. 18 minutes. 16 mm sound. Black and white, \$85. While working for his father, Daniel shows early interest in books. He is sent to Dartmouth College where he perfects his powers as a speaker. In the Senate, after earlier successes as a lawyer and orator, he represents the point of view of New England and changes from a champion of states' rights to that of a strong federal government. A dramatic sequence re-enacts his famous answer to Senator Haynes over the nullification issue. When Clay calls upon him to support a compromise over a slavery issue New England turns against him. Of interest to classes studying (1) the doctrine of nullification issue and the threats it made on the Union, (2) phases of private property rights, and that the sanctity of contracts is to be protected from state infringement. J. P. F.

The following films on industrial arts are available through International Film Bureau, Inc., 6 North Michigan Avenue, Chicago 2, Illinois.

How Indians Build Canoes. 10 minutes. 16 mm sound. Color, \$90; rental, \$4. Describes the construction of an Indian canoe. The source, processing, and use of the various kinds of woods, resin, and the sewing materials are described. Appropriate for students from the fifth to the thirteenth grade.

Eskimo Arts and Crafts. 22 minutes. 16 mm sound. Color, \$150; rental, \$5. Explains the method of making and the purpose of various articles, thus incidentally revealing the habits and customs of the modern Eskimo. Kayaks, whips, clothing, beading, ivory carving are among the crafts presented. The color, photography, and music make a very good background.

Through the Looking Glass. 18 minutes. 16 mm sound. Black and white, \$40; rental, \$2.50. An excellent film appropriate for high school science or industrial arts classes. Starting with the ingredients that go into the composition of glass and concluding with its finishes, the making of glass is described. The relationship between the working procedure of a craftsman is compared to our modern machinery. Uses and decorations of glass are mentioned.

C. H.

FILMSTRIPS

How to Keep Your Bulletin Board Alive. Color filmstrip and pamphlet produced by Teaching Aids Laboratory, 13 Page Hall, Ohio State University. \$2.50.

The printed material accompanying this film is excellent. It consists of a well organized and thorough discussion of the ways and means of making a bulletin board give maximum service.

The filmstrip is disappointing. The discussion is carried on much more effectively in print and the film lends support when it gives actual illustrations of bulletin boards. In many frames, though the illustrations are lively and colorful, they provide only a clumsy and labored medium for a message carried well and tersely in words. The film would have served its purpose better with more pictures of bulletin boards in operation.

It may even be that in this case more illustrations in the printed material would have been as effective as the film. In our zeal for visual aids we must not ignore the cold fact that this valuable device is not the best medium for everything. The comic strip level of the message in the film seems unnecessarily childish for an audience of teachers and administrators.

Technically, the color is effective and the pictures are attractive and well drawn, though in the frames showing script the writing is blurred and there are double images. J. M. S.

Health Series. 35 mm. Black and white. Produced by Encyclopaedia Britannica Films, Inc., Wilmette, Illinois. 1950.

This is the third in a series of eight filmstrips on the subject, seven of which were reviewed in the January-February Journal.

Digestion of Foods. The film is largely a brief summary of the sound film having the same title, and should be used in connection with the showing of the latter. The film is good for the structural details of the many organs making up the digestive tract and the questions provide a good review for students. H. C. N.

New England States. New England Series in the *Story of America*. Ten filmstrips produced by Visual Education Libraries, Division of Knowledge Builders, Visual Education Center Building, Floral Park, New York, 1950.

These ten filmstrips on New England are one of three similar series relating the economic, social, and geographic life of the Atlantic Coast states from colonial times to the present. This series contains the following titles, divided into three historical eras as follows:

Early Days: 1600-1790

The Land and Its First Settlers
Seaports and Towns
The Self-Sufficient Farm

The Golden Age: 1790-1870

Rivers and Textiles
Manufacturing and Cities
Commerce and Culture

Today: 1870-1950

Resources of the Sea
Resources of the Soil
Other Natural Resources
Inter-Relations and Modern Trends

Each filmstrip contains approximately thirty-five frames of views taken from contemporary photographs and old prints and drawings. Most commendable is the fact that explanatory titles are printed on the strips, thereby eliminating the need for a narrator's manual which many filmstrips require. The strips are of good technical quality.

The informational content is designed for junior high and elementary school students, although high school pupils should derive value from them also. Each filmstrip presents a single topic or problem which should furnish enough material for a single lesson when additional explanation and discussion are given. Especially interesting filmstrips are those describing a self-sufficient pioneer farm, a New England colonial town meeting, early types of architecture, colonial fishing and fishing boats, and the rise of the textile industry in New England, the latter including unusual shots of old textile mills.

This authentic and informative set of filmstrips should be available for the use of all social studies teachers in grades from four to ten. C. R. M.

RECORDINGS

The following records are available from Encyclopaedia Britannica Films, Inc., Wilmette, Illinois:

Historical America in Song. Demonstration Excerpts: Side 1—Little Mohee, Riflemen's Song at Bennington, and Old Dan Tucker; Side 2—Boston Come All Ye, Sod Shanty, and Boll Weevil.

Historical America in Song—Songs of the Frontier, Album 5. Side 1—Ox-Driving Song and Sweet Betsy from Pike; Side 2—Dreary Black Hills and Peter Gray.

Each of the above songs is preceded by an introduction establishing it correctly in time and place in the historical development of our country. These folk songs are very important to students of American history and literature as they are a distinct part of America's cultural heritage. Although designed for classroom use in the high schools, these recordings do not contribute the valuable experience for which they were intended because Mr. Ives, the balladier, fails to enunciate distinctly in his speaking and singing voice in some of these songs.

E. R. H.

MISCELLANY

Materials in a Child's World. Series V, Bulletin 4 of *Arts in Childhood.* Nashville 8: Fisk University, 1950. Pp. 19. 25 cents.

Based on the idea that there are materials other than words that may serve as mediums of expres-

sion, this bulletin reports the experiences of some teachers and supervisors in working with children in the fine and industrial arts, music, and the library. The elementary classroom teacher will find "Materials Make the Classroom Come Alive," by Natalie White, stimulating.

Some of the Best Illinois High School Poetry of 1950. Selected by J. N. Hook. *Illinois English Bulletin*, January, 1951. Urbana: Illinois Association of Teachers of English. Pp. 32. 25 cents; 20 cents a copy in orders of ten or more to one address.

An anthology of poems selected by Professor Hook of the University of Illinois as the best student-created poetry submitted by Illinois teachers. This should be of much interest to teachers and students interested in creative writing.

Children's Books 1950. Prepared by the New York Public Library, New York, New York. Pp. 29. 15 cents.

This selected annotated bibliography of 1950 books, though intended as suggestive for Christmas giving, is also useful for elementary teachers.

1950-51 Annotated List of Books for Supplementary Reading (Kindergarten-Grade 9). Children's Reading Service, 106 Beekman Street, New York 7, New York.

This catalog presents a carefully selected list of library books which are available directly from the Service. The list, arranged by topics and grade levels, was prepared by Dorothy Kay Cadwallader, Principal of the Robbins School of Trenton, New Jersey, and Director of the Elementary Section of the National Council of Teachers of English. Exhibits of the materials may be obtained for PTA meetings or for use by teachers when selecting supplementary books.

1950-51 Annotated List of Phonograph Records (Kindergarten-Grade 9). Children's Reading Service, 106 Beekman Street, New York 7, New York.

This list, compiled by Warren S. Freeman, Dean of the Boston College of Music, and his staff was made after listening to and evaluating all available recordings. Each record was considered on "the basis of its relationship to the curriculum, its tonal quality, and its durability." Although music titles predominate, there are sections including the language arts, science, and social studies. The service can supply these and any available records with discount to schools.

An institution is the lengthened shadow of one man.
—Emerson

NEWS

EDITED BY GEORGE J. STEINER

CHICAGO TEACHERS COLLEGE

CHICAGO TEACHERS COLLEGE SUMMER SCHOOL—Chicago Teachers College will offer its regular 1951 Summer Session from June 25-August 3; its Post-Summer Session from August 6-17. Registration for both sessions will be Monday, June 25, from 8:30 a. m. until noon. Tuition is \$7.00 per credit hour. In addition every student pays a registration fee of \$2.00.

The College is accredited by the North Central

Association of Colleges and Secondary Schools, the American Association of Colleges for Teacher Education, the University of Illinois, and the Department of Public Instruction of the State of Illinois.

In the following listing, courses numbered 101-199 are of junior college level; from 201-299 of senior college level; and from 301-399 of either senior college level or of graduate level.

Course Number and Title	Number of Periods		8:30 to 9:50	9:55 to 11:15	11:20 to 12:40	12:45 to 2:05	Instructor
	Cr.	Per Week					
ART 105-s—Decorative Design and Color.....	1	5	305 A*	.....	.....	.....	Geilen
ART 106-s—Landscape Drawing and Composition....	1	5	305 A*	.....	.....	.....	Geilen
ART 107-s—Figure Drawing and Composition.....	1	5	305 A*	.....	.....	.....	Geilen
ART 151-s—Advanced Drawing I	3	10	305 A	305 A	.....	.....	.....
ART 152-s—Advanced Drawing II	3	10	305 A	305 A	.....	.....	.....
ART 153-s—Advanced Composition	3	10	305 A	305 A	.....	.....	.....
¹ ART 202-s—Teaching Art in the Intermediate and Upper Grades	2	7	.....	303 A	303 A	.....	Geilen
ART 254 s—Modelling and Sculpture.....	3	10	305 A	305 A	.....	.....	.....
ART 256-s—Advanced Pattern Design.....	3	10	305 A	305 A	.....	.....	.....
ART 258-s—Modelling and Advanced Sculpturing....	3	10	305 A	305 A	.....	.....	.....
EDUC. 104-s—Introduction to Education.....	3	5	201 C	.....	.....	.....	.....
EDUC. 262-s—Evaluation of Instruction.....	3	5	.....	213 C	.....	.....	.....
EDUC. 263-s—History of American Education.....	3	5	213 C	.....	.....	.....	.....
² EDUC. 264 s—Philosophy of Education.....	3	5	213 C	.....	.....	.....	.....
³ EDUC. 105KgP-s—Manual Arts for Kindergarten- Primary Grades	2	7	.....	.....	203 C	.....	Stack
EDUC. 106KgP-s—Childhood Education	3	5	.....	.....	205 C	.....	Olson
EDUC. 318KgP-s—Principles and Methods in Kindergarten-Primary Education	3	5	.....	211 C	.....	.....	Olson
ENG. 116-s—American Literature	3	5	.....	309 C	.....	.....	Steiner
ENG. 202-s—Children's Literature	3	5	305 C	.....	.....	.....	.....
ENG. 205-s—Reading Activities in the Primary Grades	3	5	.....	.....	207 C	.....	.....
ENG. 206-s—Teaching of the Language Arts in the Elementary School	3	5	.....	.....	305 C	.....	Cunningham
ENG. 206-t—Teaching of the Language Arts in the Elementary School	3	5	305 C	.....	.....	.....	Cunningham
ENG. 271-s—Public Discussion	3	5	309 C	.....	.....	.....	Steiner
HOME EC. 111-s—Family-Life Education.....	3	5	.....	207 A	.....	.....	O'Hagan
HOME EC. 270-s—Clothing, A General Course.....	3	8	.....	^{TTH} 209 A	209 A	209 A	.....
⁴ HOME EC. 352-s—Problems in Teaching Clothing..	3	8	209 A	209 A	.....	.....	.....
⁵ IND. ARTS 103-s—Elementary Industrial Arts.....	2	7	.....	.....	208 C	.....	Hewitt
⁵ IND. ARTS 155-s—Electricity in the Home.....	3	8	.....	.....	208 C	.....	.....
⁵ IND. ARTS 264-s—Crafts	3	8	.....	.....	208 C	.....	.....
⁵ IND. ARTS 267-s—Household Utensils and Appliances	3	8	.....	.....	208 C	.....	.....
⁵ IND. ARTS 268-s—Care of House and Grounds....	3	8	.....	.....	208 C	.....	.....
⁵ IND. ARTS 270-s—Plastics	3	8	208 C	.....	.....	.....	Hewitt
⁵ IND. ARTS 272-s—Ceramics	3	8	208 C	.....	.....	.....	Hewitt
⁵ IND. ARTS 356-s—Ceramics II, Pottery Shapes and Glazes	3	8	208 C	.....	.....	.....	Hewitt
LIB. SCI. 251-s—Processing of Library Materials....	3	5	.....	.....	308 C	.....	Rue
LIB. SCI. 252-s—Reference Materials in an Elementary School	3	5	.....	308 C	.....	.....	Wilson
LIB. SCI. 253-s—Reading Guidance in the Primary and Intermediate Grades	3	5	.....	.....	308 C	.....	Rue

LIB. SCI. 254-s—Reading Guidance for the Upper Grades	3	5	308 C	.....	.....	.....	Wilson
MATH. 100-s—Arithmetic Content	0	5	.....	.....	209 C	.....	Urbancek
MATH. 203-s—Content and Methods, Grades 3 to 8..	2	7	.....	.....	209 C	.....	Urbancek
MATH. 261-s—Mathematics of Statistics	3	5	209 C	.....	.....	.....	Sachs
MATH. 264-s—Calculus III	3	5	.....	209 C	.....	.....	Sachs
MUS. 201-s—Musical Literature and Appreciation for Intermediate and Upper Grades.....	2	5	.....	306 C*	.....	.....	Hennessey
MUS. 205-s—Teaching Vocal Music, Grades 3 to 8 (May be substituted for Mus. 202 by other than Music Minors)	2	7	306 C	.....	.....	.....	Hennessey
MUS. 270-s—Teaching of Vocal Music in Grades 6, 7 and 8.....	3	5	.....	306 C	.....	.....	Hennessey
PSYCHOL. 107-s—General Psychology	3	5	214 C	.....	.....	.....	Eilert
PSYCHOL. 203-s—Educational Psychology	3	5	.....	.....	7 C	.....	Brye
PSYCHOL. 204-s—Child Development	3	5	7 C	.....	.....	.....	Brye
PSYCHOL. 253-s—Psychology of Exceptional Children	3	5	.....	214 C	.....	.....	Eilert
SCIENCE—							
BI. SCI. 252-s—Genetics	3	7	.....	109 C	MT 109 C	.....	Colin
BI. SCI. 256-s—Field Biology	3	.....	.....	.....	.....	.....	Colin
SCI. 103-s—Physical Science	3	7	.....	.....	112 C	MT 112 C	.....
SCI. 103-t—Physical Science	3	7	112 C	MT 112 C	.....	.....	.....
SCI. 105-s—Zoology	2	5	.....	.....	110 C	.....	Sanders
SCI. 207-s—The Teaching of Elementary Science in Grades 3 to 8.....	3	8	110 C	MTW 110 C	.....	.....	Sanders
SOCIAL SCIENCE—							
GEOG. 102-s—Economic Geography	3	5	202 C	.....	.....	.....	Branom
GEOG. 253-s—Geography of South America.....	3	5	.....	202 C	.....	.....	Branom
HIST. 202-s—Foundations of American Life.....	3	5	.....	204 C	.....	.....	Kaiser
HIST. 262-s—Contemporary American History.....	3	5	204 C	.....	.....	.....	Kaiser
SOC. SCI. 201-s—Teaching the Social Studies.....	2	5	.....	.....	202 C	.....	Branom

STUDENT TEACHING SESSION, June 25-August 17, 1951

Course Number and Title	Cr. No. of Days		Hours
	Hrs.	Per Week	
*EDUC. 295—Student Teaching and Seminar.....	6	5	8:15-1:15 and 2:15-2:45
*EDUC. 362—Elementary School Classroom Management	3	5	2:45-3:45

*Course is planned for graduates of accredited colleges and universities who are substituting in the Chicago Public Schools. Written approval from Mr. Connelly, Acting Chairman of the Education Department, is necessary to register for this course.

POST SUMMER SESSION, August 6-17, 1951

Course Number and Title	Cr. Hr.	Number of				12:00 to 2:45	Instructor
		80' Per Week	8:30 to 11:15				
ART 201-p—Art in Kindergarten-Primary Education..	2	20	305 A	and	305 A	.....	Geilen
EDUC. 212KgP-p—Play and Rhythmic Expression..	2	20	203 C	and	203 C	.....	Olson
MATH. 203-p—Content and Methods, Grades 3 to 8..	2	20	209 C	and	209 C	.....	Urbancek
MUS. 204-p—Teaching of Vocal Musci in the Kindergarten, Grades 1 and 2.....	2	10	306 C	.....	.....	.....	Ward
SOC. SCI. 201-p—Teaching the Social Studies.....	2	10	202 C	.....	.....	.....	Branom

*Class meets for fifty-five minute periods.

¹May be substituted for Art 108 by Chicago Teachers College regular session students.

²May be substituted for Philosophy 201 by Chicago Teachers College regular session students.

³Two of the seven periods to be scheduled by instructor.

⁴Not open to regular session students.

⁵Three of the eight periods to be scheduled by instructor. Arrangements can be made with the instructor to carry two of these courses.

⁶Field Trip. In field 3 hours. Transportation by bus leaving at 1:15 p.m. Transportation not a part of 3 hours. Six credit hour load in Summer equivalent to an eighteen credit hour load during the Regular Session.

For Description of Above Courses Write to Registrar, 6800 Stewart Avenue, Chicago 21, Illinois.

CHANGING AMERICAN SCENE—The 1950 annual report of the United States Office of Education lists six changing features of American life which point up the main issues now confronting American education. These momentous changes are:

1. The high birth rates of the 1940's which indicate more children than ever before in our history.
2. The revolution in communications, in transportation of people and things, and in the transmission of ideas which means that differences which were not brought into close contact before are now the occasion of sharp international conflicts and tensions.
3. Social, technological, and economic changes, which have shortened the workweek, limited child labor, and reduced the need for younger and older workers, together with the advances of labor-saving devices in the home, have brought on the problem of the best use of leisure time.
5. The sharp ideological conflicts which increasingly separate East and West have divided the world, producing insecurity and fear.
6. The shift of the American home from the country to the city has altered the place of the family, the common tasks and routines of the home, and the intimate community institutions of church and school.

HIGHER EDUCATION—According to the Carnegie Foundation for the Advancement of Teaching, the five major events in United States higher education in the past 10 years are:

1. The growth of land-grant colleges through which the United States indicated that higher education is not alone for the well-to-do, but also for the farmer and the industrial worker.
2. The trend toward a flexible curriculum through the elective system which attracted large numbers of students to college and introduced a greater variety of courses.
3. Expansion of university research.
4. The spread of general education.
5. The change-over of the junior college into the community college. According to present findings, the community college expansion will exceed that of any other phase of higher education during the next fifty years.

TEN MAJOR EDUCATIONAL EVENTS OF 1950—The ten major educational events of 1950 as compiled for the Educational Press Association follow:

1. The decision of American educators to support universal military service was named as the most important event of 1950. In the past, educators have opposed universal military training. During the past six months educational groups have come to the decision that some form of universal military service is necessary. The plan of President Conant of Harvard calling for the conscription of every youth who reaches eighteen is only one indication of the reversal of the schoolmen's historic trend.
2. The decision of the United States Supreme Court in the University of Oklahoma and University of Texas segregation cases which demands that racial

segregation end at the graduate level; and the subsequent breaking down of segregation walls in some southern undergraduate schools.

3. The rising enrollment among Catholic schools, a trend which is expected to accelerate during the coming years. Public school authorities are concerned about this loss of pupils to religious schools. Catholic leaders explain that the public school's neglect of religion prompts parents to transfer their children to church-sponsored schools.
4. Creation of the National Conference for Mobilization of Education, a voluntary group formed to protect the interests of schools, colleges, and universities during the mobilization.
5. The launching of a three-million dollar Kellogg Foundation project to improve the quality of administration in public schools. Under this project the school superintendent will go back to school for in-service training.
6. Creation by Congress of the National Science Foundation.
7. Enactment of social security legislation for 600,000 non-public school employees, and its defeat for public school teachers.
8. The launching of the \$250,000,000 Ford Foundation and its promise to support research and projects to improve teaching, human relations, the practice of democracy, economic well-being, and world peace.
9. Enactment by Congress of Federal aid to school districts overloaded with children brought in as a result of war activities.
10. The White House Conference for Children and Youth and its emphasis on mental health.

OPPORTUNITIES FOR STUDY ABROAD—Summer courses at British Universities will cost \$160—\$185 for tuition, board, and room. Plans to accommodate 575 American and other overseas students have been announced by six universities: Birmingham, Leeds, London, Nottingham, Oxford, and St. Andrews. Intended primarily for post-graduate students and teachers with previous study in the field offered, the courses are also open to junior and senior undergraduates with good academic record. Trans-Atlantic fare in the tourist class, round trip, is \$330; cabin fare ranges from \$440 upward. Further information can be obtained from the Institute of International Education, 2 West 45th Street, New York 19, N. Y.

Summer study in Scandinavia for 1951 is being planned by the College of Puget Sound, Tacoma, Washington, and the Union School of Theology of the Methodist Church in Scandinavia, Gothenburg, Sweden. Members of both faculties will participate in offering in English, liberal arts, education, and theology. Undergraduates should have at least junior standing. The five weeks of school are scheduled from July 20 to August 25, at a cost of about \$200. Students can make their own plans for passage or join other tours being planned. For information write Summer Session in Gothenburg, College of Puget Sound, Tacoma 6, Washington.

PERIODICALS

EDITED BY GEORGE W. CONNELLY

CHICAGO TEACHERS COLLEGE

"How Fair Is An I. Q. Test?" By Allison Davis and Robert Hess. *The University of Chicago Magazine*, January, 1951.

The I. Q. test wields such great power in deciding educational opportunities in the United States that it is a matter of conscience for all educators that it be a valid measure of intellectual power. Allison Davis and Robert Hess contend that the current types of I. Q. tests show a definite bias in favor of the middle class and against the children of the lower socioeconomic levels.

Davis and Hess give evidence to show that the intelligence tests as now constituted are by no means valid criteria of native intelligence; that the relatively lower test scores achieved by children of the lower socioeconomic levels present no evidence to prove that these children are genetically inferior from the standpoint of intelligence to the children of the middle and upper socioeconomic levels who uniformly score considerably higher on the average. Rather, evidence is advanced to prove that the nature of the typical intelligence test items is such that it draws largely on the cultural experiences which the children bring to the testing situation. And, since the tests are constructed by representatives of the middle class—95 out of 100 teachers come from the middle class—the test questions show a definite middle-class bias. This fact becomes all the more important as we realize that 70 per cent of the elementary school children live in families belonging to lower socioeconomic groups.

Thus, our failure to diagnose and train the mental ability of lower-class children is not only robbing them, as individuals, of a chance at full development, but constitutes a major waste of human resources in the United States "at a time when the nation, industry, business, and the Armed Services increasingly need able people."

To meet the challenge presented by the foregoing inconsistency Davis and Hess recommend the use of a "culture-fair" test: a test so developed that the test items draw upon vocabulary and experiences which favor no particular class level and are intrinsically motivating on an equal basis for all children who take the test. Such a test has already been constructed, and test results to date serve to indicate that there are, as one should logically infer, wide variations in intelligence within each socioeconomic level, and that no one group has a margin on intelligence. Actually, there is evidence to show that many youngsters who score

low on the conventional I. Q. test score average or better on the "culture-fair" tests.

The implications of the findings of the research team of which Davis and Hess are a part are so startling that one becomes impatient for consistent and relevant reaction in the classrooms of American schools. Here is an area in which haste should be made rapidly.

It is fruitless to try to think of a more timely article to recommend to educators.

"Why Some Able High School Graduates Do Not Go to College." By Leroy E. Barber. *The School Review*, February, 1951.

Mr. Barber sought the answer to the question, "Why do some able high school graduates not go to college?" by means of a face-to-face interview with 111 high school graduates who had intelligence quotients of 115 or higher, but who did not go to college. His findings, if valid, constitute a surprise for persons who contend that "lack of finances" is the dominant cause of non-attendance at college on the part of youth who are presumably bright enough to profit by attendance.

Actually, 34 per cent of those interviewed assigned "lack of finances" as their chief reason for non-attendance. But if such responses as "lack of academic interest," "lack of serious purpose," and several others designated as "preference for..." are grouped together under the general heading of "motivation," one finds that 56 per cent of the cases could be so classified.

Mr. Barber lists a number of reasons why high school seniors shun attendance at college: low appeal of four more years of study, postponement of marriage and emancipation from parental control, desire for financial independence, etcetera.

The writer feels that it is an obligation of both school and family to find our most gifted children and to train them according to their talents. In view of the findings of his research, he accordingly offers the following suggestions:

1. Early diagnosis to discover pupils of college ability
2. Motivational counseling
3. Early contacts with parents to induce them to overcome economic barriers where they exist
4. Adoption of the plan for college scholarship aid from the federal government

"A Classic As Reading Material for Retarded Readers." By Lawrence O. Lobdell. *The English Journal*, November, 1950.

Granted that work-type reading may be well suited to the needs of retarded readers, one won-

ders, however, how and when such readers are going to be introduced to literary works. What "good" books can they read at a given stage on their road to normal reading achievement? When are they ready for such books? How can these children be motivated (a) to read literature, and (b) to retain interest in a book once they have begun it?

Answers to such questions as the above were sought by Mr. Lobdell in an experiment involving nine retarded readers, ages twelve to seventeen, at the Reading Institute—formerly the Reading Clinic—of New York University. The reading ability ranged from fifth- to sixth-grade levels.

The approach to the reading of a classic grew out of a class discussion of what specifically the children liked and disliked about English as a school subject. A chance remark led eventually to the mention of *A Tale of Two Cities*. One boy said that he had a hazy recollection of a lot of excitement in *A Tale of Two Cities*. Presently the children expressed their desire to read the Dickens classic.

An abridged edition which carefully preserved the language of Dickens was chosen for the unit. Mr. Lobdell introduced the children to the story by means of a vivid description of its background and action, all the while making the most of the element of suspense of which Dickens was such a master.

Through the use of carefully thought out questions, which served as guides to the readers, together with proper attention to vocabulary difficulties, Mr. Lobdell's class completed the classic much sooner than he had dared to hope that they would. And the question most asked, when it was all over was, "How soon can we read more literature?"

The median gain in reading ability, as measured on standardized tests before and after the two months devoted to reading *A Tale of Two Cities*, was just under one year. No less significant outcomes were the improvement in class morale at having been able to read such a renowned book, and the attendant interest in reading in a variety of areas related to the social backgrounds and the regions in which the story takes place.

"The Teacher's Publics." By Arthur F. Corey. *The BC Teacher*, December, 1950.

Mr. Corey's article is a synthesis of some of the more essential current generalizations which are basic to a proper approach to the problem of public relations. He stresses, for example, that there are many different publics, and that each is likely to view school affairs or projects in terms of its own background and interests.

Basic, however, to the establishment of harmonious relations with the general public is the development by teachers of at least a minimum program of essential policy for the profession on which teachers may agree. For unity within the profession is of the greatest significance in our efforts to influence the public to do things for education.

Perhaps the most important of the teacher's publics is the classroom group. Another important public is the immediate families and friends of the pupils. Mr. Corey discusses and makes recommendations for wholesome relations with the above-mentioned publics together with those likely to be effective with the civic public and the church public.

"Some Cautions on A-V." By Charles F. Hoban. *The High School Journal*, January, 1951.

Mr. Hoban feels that visual aids do not require special methods of use, but that effective use of visual aids does require the use of effective teaching techniques. In short, he believes that teachers need to apply to the use of visual aids the same general techniques that they apply to other teaching materials to get the most out of them.

There are two things to avoid in developing an audio-visual education program in the schools:

- (1) overselling the influence of any one aid, and
- (2) underestimating the need for systematically providing vivid visual experiences at all levels of formal education.

Just as is true with a reading activity, so is it true with a visual aid: the child derives benefits from the activity largely in terms of the attitude, interest, and background that he brings to it.

"Importance of Mathematics in General Education." By E. R. Breslich. *The Mathematics Teacher*, January, 1951.

Just how much and what kind of training in mathematics is important to the entire school population, as distinguished from the special mathematics needed for professional and technical education? What values may be derived from the study of mathematics? Have the cultural values of mathematics received due consideration in comparison with the utilitarian values? What are the academically valid opinions toward the study of mathematics for its "disciplinary" values? Is there any appreciable transfer of training to be derived from the study of mathematics?

Mr. Breslich sets forth answers to the foregoing and to a host of other questions in this excellent article written for teachers of mathematics especially, but, logically, for all thoughtful teachers who are concerned about the general education of our youth.

BOOKS

EDITED BY ELLEN M. OLSON

CHICAGO TEACHERS COLLEGE

IMPORTANT NEW BOOKS

Contributors to this section are Louise Christensen, Mary L. Connors, Mary E. Courtenay, Pearl B. Drubeck, Ruth M. Dyrud, Max D. Engelhart, Frances H. Ferrell, Raoul R. Haas, Emily M. Hilsabeck, Louise M. Jacobs, Viola Lynch, Charles R. Monroe, Blanche B. Paulson, Charles W. Peterson, Dorothy F. Roberts, Eloise Rue, Rosemary Welsch, Dorothy E. Willy, and Elizabeth J. Wilson

FOR TEACHERS AND SUPERVISORS

Counseling Adolescents. By E. G. Williamson. New York: McGraw-Hill Book Company, Inc., 1950. Pp. 548. \$4.50.

This revision of Part I of Williamson's *How to Counsel Students* is written for clinical counselors primarily rather than for teachers, who also, Williamson believes, have counseling functions. Beginning with an historical approach, the book analyzes the six steps essential to clinical counseling: analysis, synthesis, diagnosis, prognosis, counseling, and follow-up. About half the book consists of illustrative cases including summaries of interviews and records of the six steps followed by the counselor. B. B. P.

Progress in Primary Reading. By Clarence R. Stone. St. Louis: Webster Publishing Company, 1950. Pp. 463. \$2.70.

Deceptive is the word for this little book. Its physical appearance might lead one to think it dull; it isn't. Its title would appear to so circumscribe its content that none save primary teachers would open it. It is sufficiently broad in scope, however, to be of value to all teachers concerned with instruction in reading. Espousing no particular school or method, Stone does not take an either-or position. The volume is devoted to "the aims, values, methods, techniques, and materials for the reading activities during periods set aside for systematic instruction to realize the maximum possibilities in both skill and spiritual outcomes in reading." A chapter devoted to historical perspective is interestingly written and provides background for reading method. The reader will find the critical analyses and evaluations of standardized reading tests especially helpful. Word lists are included for quick reference. Eight case studies of reading problems with basic principles for remediation treat realistically classroom situations faced by all teachers. R. R. H.

The War Without Grant. By Robert R. McCormick. New York: Bond Wheelright Company, 1950. Pp. 245. \$7.50.

Colonel McCormick has written for the lay reader and beginning student a readable, concise account of the Civil War battles in the East before Grant assumed command in March, 1864. Little space is devoted to political and social factors, or to the problems of the Southern military leaders. This reasonably accurate account of the battles with Grant, with occasional documentation, reveals the Northern generals before Grant as blunderers, with McClellan winning the prize for stupidity. Grant emerges as the military genius of the Civil War. The author and his mapmaker, Axel Kellstrom, deserve particular commendation for the large number of excellent maps and the manner in which topography is revealed as a key to military success and

failure. Geography—emerges as the most interesting theme in military history. Readers are referred to the author's earlier work, *Ulysses S. Grant*, for the conclusion of the Civil War story. C. R. M.

Social Studies for Children in a Democracy. By John U. Michaelis. New York: Prentice-Hall, Inc., 1950. Pp. 466. \$4.25.

This book is planned to meet the needs of all teachers and students who are endeavoring to develop higher levels of democratic citizenship and behavior. It expresses a continuous awareness of the child and exemplifies his social growth at all levels from kindergarten through the upper-elementary years. There are excellent chapters on the guidance of learning, organizing the social studies to meet the developing needs of children, planning effective units, ways of working together effectively, and instructional resources. Evaluation of the learning of children and of the social studies program are the concluding chapters in the book. In the Appendix is a detailed sample unit on "The Farm," and a section on suggestions for room arrangement. Each chapter contains an excellent bibliography. The book is profusely illustrated with photographs and charts which, with the excellent organization of the reading material, make it a valuable contribution to educational literature. D. E. W.

Square Dances of Today. By Richard Kraus. Illustrated by Carl Pfeuffer. Musical Arrangements by Charles Leonhard. New York: A. S. Barnes and Company, 1950. Pp. 130. \$3.00.

This book combines the best features found in good square dance books, including careful instructions as to how to teach and do the various figures, and fine directions for combining them in a well-chosen group of dances. Mr. Pfeuffer's illustrations and Dr. Leonhard's musical arrangements add the necessary touches to make this an outstanding book at a time when publications of this type are so numerous that one must be excellent, indeed, to be outstanding. L. C.

Art for Living, Books 1-8. By Cora Elder Stafford, Ivan E. Johnson, and Viola McElhiney. Chicago: Laidlaw Brothers, Inc., 1947-1950. Teachers' Edition, 1-6, 80 cents; 7-8, 94 cents. Pupils' Edition, 1-3, 60 cents; 3-6, 64 cents; 7-8, 94 cents.

A fine new series of art texts adjusted to the interests and capacities of elementary school age levels. Creative growth is stimulated by the wide offering of art opportunities which should insure the evolution of valid judgments whenever art qualities are involved. Each Teachers' Edition presents general philosophy and specific aids, necessary information, objectives, detailed procedures, and extensions into other life situations. A valuable adjunct for the educator with limited experience and a filip for the proficient. R. M. D.

The Art of Wrapping Gifts. By Drucella Lowrie. New York: The Studio Publications, Inc., in association with Thomas Y. Crowell Company, 1950. Pp. 96. \$2.00.

An unique and comprehensive volume which lists gift possibilities, sources of supplies and equipment, and the many occasions for giving. It stresses the desirability of suiting the gift and its covering to the occasion and to the recipient. Countless ingenious devices and procedures are shown and described; they surely will send the reader exploring on his own this area of the decorative arts. Welcome extras include hints for good behavior when giving or receiving gifts. R. M. D.

Guiding Youth in the Secondary School. By Leslie L. Chisholm. Chicago: American Book Company, 1950. Pp. 441.

Despite the generally recognized need for increased adjustment facilities for pupils, the author of this excellent text on guidance devotes a large part of his book to "selling" guidance programs to the schools and sets forth the objectives which provide for a full and effective guidance program. Concrete suggestions for planning and carrying out such a program are given. All teachers, as well as guidance and counselling personnel, should profit by the orientation in guidance indicated in parts one and two. P. B. D.

Rinehart Editions Reprint Series. New York: Rinehart and Company, Inc., 1950.

Selected Prose and Poetry. By Ralph Waldo Emerson. Edited with an introduction by Reginald L. Cook. Pp. 485. 70 cents.

Selected Short Stories. By Henry James. Edited with an introduction by Quentin Anderson. Pp. 317. 75 cents.

Selected Tales and Sketches. By Nathaniel Hawthorne. Introduction by Hyatt H. Waggoner. Pp. 410. 75 cents.

Selected Tales and Poems. By Herman Melville. Edited with an introduction by Richard Chase. Pp. 417. 75 cents.

Tristram Shandy. By Laurence Sterne. Edited with an introduction by Samuel Holt Monk. Pp. 577. 75 cents.

Poetry of the New England Renaissance. Edited with an introduction by George F. Wicher. Pp. 458. 95 cents.

The Return of the Native. By Thomas Hardy. Edited with an introduction by Albert J. Guerard, Jr. Pp. 481. 75 cents.

McTeague, A Story of San Francisco. By Frank Norris. Edited with an introduction by Carvel Collins. Pp. 324. 75 cents.

Colonial American Writing. Edited with introduction by Roy Harvey Pearce. Pp. 581. 75 cents.

Selected Prose and Poetry. By Stephen Crane. Edited with an introduction by William M. Gibson. Pp. 230. 75 cents.

The Expedition of Humphrey Clinker. By Tobias George Smollett. Edited with an introduction by Robert Gorham Davis. Pp. 414. 75 cents.

Literature of the Early Republic. Edited with introduction by Edwin H. Cady. Pp. 495. 95 cents.

Selected Prose. By Washington Irving. Edited with an introduction by Stanley T. Williams. Pp. 423. 75 cents.

This is a new series of paper-bound classics offering full length reprints of English, Continental, and American literature. Each contains an introduction to the author and his relation to the times and any controversy or specific influence the book may have produced.

L. M. J.

Basic Layout Design. By Tommy Thompson. New York: The Studio Publications, Inc., in association with Thomas Y. Crowell Company, 1950. Pp. 80. \$2.85.

The author, one of today's successful lettering and layout men, gives fundamentals of graphically arresting attention, of building mood, and of driving a message home through non-verbal means. He presents basic information on typography, its materials and processes, and concludes with a consideration of the relation between text and pictorial illustration. The volume itself demonstrates the concepts it contains.

R. M. D.

Atoms of Thought. Selected and edited by Ira D. Cardiff. New York: Philosophical Library, 1950. Pp. 284. \$3.00.

A book of pithy thoughts culled from the varied works of George Santayana, the well-known philosopher. L. M. J.

Why War Came In Korea. By Robert T. Oliver. New York: Fordham University Press, 1950. Pp. 260. \$2.95.

The author writes from intimate experience, for he has functioned in Korea as an educator and as a governmental adviser. This work is not a treatment of contemporary hostilities in Korea. Rather one finds here description and exposition which are promotive of a fuller understanding of the history of this people, of their contemporary domestic conditions, and of the international factors which have molded their present day life and will affect their future development.

C. W. P.

The UNESCO Story, resource and action booklet for organizations communities. By the U. S. National Commission for UNESCO, Washington, D. C., 1950. Pp. 112. 25 cents.

As the title suggests, this booklet is designed to inform civic groups and schools on techniques for the promotion of the UNESCO ideal rather than to give information on UNESCO. Those who seek information on the history and activities of UNESCO should look elsewhere. But those who need suggestions for programs, exhibits, visual aids, publicity devices, money raising projects, etcetra, will find this handbook invaluable. Excellent photographs illustrate many of the recommended activities. C. R. M.

Doak Walker Three-Time All-American. By Dorothy Kendall Bracken as told by Doak Walker. Austin, Texas: The Steck Company, 1950. Pp. 258. \$2.00.

Although many of the episodes in this factual account might have been made dramatic, fans who follow current football will be interested in the high school and college career of Doak Walker, now pro for the Detroit Lions. Teams in various high schools may find inspiration, too, in the Football Objectives which the Highland Park High School of North Dallas used as its guide when Bobby Layne and Doak Walker were captains, and Rusty Russell was coach. High school and college. E. M. H.

Hold That Line! By Joe Archibald. Philadelphia: Macrae Smith Company, 1950. Pp. 220. \$2.50.

Ray Sage, a great tackle at Champlain College, was not chosen All-Conference tackle because he lacked college spirit and did not put up an "all-out" fight for Champlain in their games. It was not until he became a professional that he learned the meaning of school spirit. Consequently, he gave up a lucrative position as pro and became football coach for his college. However, this human interest element is not convincing because the author has overbalanced it with too great a quantity of football technicalities. For ages twelve to sixteen.

E. M. H.

Front Page for Jennifer. By James S. McIlvaine. Illustrated by Beth and Joe Krush. Philadelphia: Macrae Smith Company, 1950. Pp. 222. \$2.50.

Success as editor of the Collinwood High School yearbook caused Jennifer to dream of becoming a famous newspaper woman with her own by-line and prompted her to accept a job on her hometown weekly paper. The excitement of getting ads, writing columns, and finally bringing out the entire paper alone glamorized newspaper work but too much was accomplished too quickly to be realistic. Not an outstanding choice for teenagers. E. J. W.

Margaret. By Janette Sebring Lowrey. New York: Harper and Brothers, 1950. Pp. 277. \$2.50.

In 1909, when she was fourteen, her great uncle came to Nichols Station, Texas, to take Margaret to live with him in Ashford. Orphaned since babyhood and brought up by kindly, untutored Bonnie, the shy sensitive girl found the adjustment to sophisticated town life, new relatives, new friends, and growing up difficult. This quiet, somewhat introspective novel should be enjoyed by many teenage girls. E. R.

The Lost Eleven. By Curtis Bishop. Austin, Texas: Steck Company, 1950. Pp. 213. \$1.50.

Staunton University's specially selected freshman football team was expected to achieve greatness during the next four years. Coach Sheldon's philosophy that was based on faith and understanding of his players stressed the building of real sportsmen and enabled him to rebuild the team co-operation that had been shattered during their junior year. The excitement of football plus the endeavor to develop great sportsmen makes this an above average sport story. E. J. W.

Forty Famous Composers. By Henry Thomas and Dana Lee Thomas. Illustrated by Gordon and Campbell Ross. Garden City: Halcyon House, 1948. Pp. 437.

The life stories of forty of the world's great composers of classical and modern music from Bach to Shostakovich are presented as personality pictures which give the key to their musical art. The full-page portraits add much to the book. For the general reader as well as lovers of music. L. M. J.

Warren of West Point. By R. G. Emery. Philadelphia: Macrae Smith Company, 1950. Pp. 202. \$2.50.

Because of his unusual height, Warren had allowed a noticeable hump to develop between his shoulders and had acquired a defeatist attitude. During his first year

at West Point, Coop corrected his posture and attitude toward his height. Regular workouts with Poppe taught him enough basketball to qualify as pivot man on the team. Within the year Warren had achieved a definite place in sports and in the classroom. Teenage boys will acquire an understanding of school life at West Point as well as enjoy a good story. E. J. W.

Tomas and the Red Headed Angel. By Marion Garthwaite. Illustrated by Lorence F. Bjorklund. New York: Julian Messner, Inc., 1950. Pp. 190. \$2.50.

Both kindness and harshness are pictured in the Spaniards' treatment of the Indians in early California. Angelita, adopted niece of the Don, kindly Father Boniface, and Tomas, the Indian peon, with his horse Swift as the Wind are the central figures. Angelita, so like her mother in looks and character, adds romance to this latest Julia Ellsworth Ford Award Book which is also a Junior Literary Guild choice. E. R.

How to Pass College Entrance Tests. By Alison S. Peters. New York: Arco Publishing Company, Inc., 1950. Pp. 188. \$2.50.

This book provides the prospective college student with information pertaining to just what tests are administered for admission or placement purposes by all the colleges and universities in the United States. Numerous sample exercises are given from the American Council on Education Psychological Examination, the College Entrance Examination Board Aptitude and Achievement tests, and from other widely used achievement tests. Sample exercises are also given from spatial relations and pre-engineering tests and information is included with respect to personality and interest inventories. The book concludes with suggestions on how to prepare for a psychological examination and with suggestions and practice exercises in reading comprehension, vocabulary, verbal analogies, mathematics, number series, and figure analogies.

The best preparation for the College Board and other examinations given by colleges and universities for admission or for placement is preparation inherent in effective elementary and high school instruction rather than in intensive study of sample exercises. Some experience with the latter, however, may be worthwhile in giving the student confidence. In the opinion of this reviewer the book can best be used by students under the supervision of a high school guidance counselor. Furthermore, counselors will find it a valuable though not always accurate source of information in advising prospective college entrants. M. D. E.

FOR HIGH SCHOOL AND COLLEGE STUDENTS

Problems Facing American Democracy. By Horace Kidger. Boston: Ginn and Company, 1950. Pp. 758. \$3.48.

The concise statement of the problem at the outset of each chapter, the abundant use of source material, and the well-placed and timely visual aids make this a textbook any teacher would love to use. In keeping with the trend of the times, special attention is given to Democracy, Clear Thinking, and International Relations. F. H. F.

Second-Year French. By Kathryn O'Brien and Marie LaFrance. Boston: Ginn and Company, 1950. Pp. 430. \$2.80.

This revision of a popular text offers stimulating variety in its illustrations, reading selections, and exercises. The excellent work on the verb will commend it to the teacher. The vocabulary, while not neglecting basic words, contains current words and expressions sure to interest students. D. F. R.

Economics in Our Democracy. By Albert H. Sayer, Charles Cogen, and Sidney Nanes. New York: Harper and Brothers, 1950. Pp. 677. \$3.36.

The clear and exact definition of terms, the selection of topics of practical, everyday use, the lively and timely graphs and cartoons make this an excellent textbook for high school students who want to know what our economic life is all about. Worthy of honorable mention are the lessons on Thinking About Economic Problems, Getting and Using Statistics, and The Bewildered Consumer. F. H. F.

Meg's Fortune. By Gladys Malvern. New York: Julian Messner, Inc., 1950. Pp. 182. \$2.50.

Faced by an English debtor's jail and forced to remain indoors because of the bailiff's ominous presence without, Dan Dillon risked both and strategically escaped to America with his family aboard the Mayflower. How Dan's daughter, Meg, lost her heart to Matt Crane, a

Puritan lad, is vividly pictured against the stark New England background of hardship and suffering endured by the Puritans as they struggled to lay our country's early foundations. M. L. C.

Rusty, A Cowboy of the Old West. Told and illustrated by Ross Santee. New York: Charles Scribner's Sons, 1950. Pp. 240. \$2.50.

This is a revised edition of Ross Santee's adult novel, *The Bubbling Spring*. It is filled with interesting and fascinating details of the West of the 1800's: cow punching, horse wrangling, buffalo hunting, and Indian encounters. Nathan Rogers, the central character, engages in all these and it is through his part in them that they become vital and life-like. There is a fine relationship between Nathan and his mother. After her death, Uncle Nate becomes his guardian and ideal. Later, after avenging his uncle's death, Nathan settles

on a ranch and lives there alone until his marriage to Carmen Bolton, a real daughter of the West and another fine influence in his life. The suggestive quality of Ross Santee's illustrations make than an excellent complement to the story; similarly, his style is also in harmony with the narrative. For ages twelve and up. E. M. H.

The Story of Lewis Carroll. By Roger Lancelyn Green. New York: Henry Schuman, 1950. Pp. 179. \$2.00.

Students of children's literature will find a valuable reference in this informative account of the life and writings of the learned Oxford mathematics lecturer who created the immortal children's classic, *Alice in Wonderland*. Although intended for children, this book is far beyond their interest and comprehension levels. L. M. J.

FOR YOUNGER CHILDREN

Trailblazer to Television. By Terry and Elizabeth P. Korn. New York: Charles Scribner's Sons, 1950. Pp. 144. \$2.50.

This is the absorbing life story of Dr. Arthur Korn, the scientist who transmitted the first picture by facsimile across the Atlantic—an important step in the development of television. Good reading for grades seven, eight, and nine, especially for boys interested in science and invention. L. M. J.

Wild Trek. By Jim Kjelgaard. End pages by H. K. Faye. New York: Holiday House, 1950. Pp. 253. \$2.50.

Link and his half-wild dog, Chiri, enter the formidable Caribou Mountains in search of Trigg Antray, naturalist-lecturer, and his pilot, Tom Garridge. Garridge, slightly demented, steals the food, clothing, and equipment of Link and Antray. The two are thus reduced to a Stone-age type of existence. The resourcefulness with which men and dog meet the terrible situation makes a gripping adventure story. It is also excellent correlated reading in the study of ancient history. For ages twelve to sixteen. E. M. H.

Red Streak of the Iroquois. By Arthur C. Parker. Illustrated by I. Heibron. Chicago: Childrens Press, Inc., 1950. Pp. 191. \$2.50.

Dr. Parker, Director Emeritus of the Rochester, New York, Museum of Arts and Sciences, can trace his Indian ancestry back to Hiawatha. Consequently, he has presented authentic accounts of Indian customs, sports, and ceremonial dress. The Indian method of training boys to become scouts should be of unusual interest to Boy Scouts and their leaders; and the efforts of the Iroquois, under the leadership of Hiawatha, to unite Indian tribes for peace has especial meaning in these days when the United Nations is making a similar effort to unite the world for peace. For ages twelve and up. E. M. H.

Indians, Indians, Indians. Selected by Phyllis R. Fenner. Illustrated by Manning deV. Lee. New York: Franklin Watts, Inc., 1950. Pp. 288. \$2.50.

Some of the selections in this book have appeared as short stories; others are extracts from novels about Indians. Sixteen authors are represented. There are stories by Jim Kjelgaard from *Bucksin Brigade*, Armstrong Sperry from *Wagons Westward*, Carol Ryrie Brink from *Caddie Woodlawn*, James Bowman from *Winabojo*, Margaret Rhodes Peattie and Elizabeth Coatsworth from *St. Nicholas Magazine*. Some tales show the natural resentment which the early Indian had for the white trespasser; some present the friendship which sometimes existed between whites and Indians;

some tell of Indian customs, bravery, or humor; and others show how bravery and quick-wittedness saved the settlers from Indian attacks. In short, here is a comprehensive collection of Indian stories which will interest all ages, including adults. E. M. H.

The Secret Fiord. By Geoffrey Trease. Illustrated by Joe Krush. New York: Harcourt, Brace and Company, 1950. Pp. 241. \$2.50.

From long ago and far away comes the exciting story of Roger and Jillian Skelford whose search for their missing father carried them through dangers and adventures from an English port to the fiords of Norway in the days when the Hanseatic League was a ruthless power in the trade of Europe. The story, however, is more than a stirring account of cruel schemes and narrow escapes, of storm and battle on the high sea. It tells, too, of youthful courage and loyalty, of the love of family and the warmth of friendship. M. E. C.

Holiday Round Up. Selected by Lucile Pannell and Frances Cavanah. Illustrated by Manning deV. Lee. Philadelphia: Macrae Smith Company, 1950. Pp. 335. \$3.00.

Chosen from the writings of well-known authors of juvenile fiction, these stories relate to the holidays observed in America. Twenty-seven holidays are represented by fifty-two stories not commonly found in other collections. Each group of stories is preceded by a short discussion of the origin of the holiday and other interesting data. Designed for children eight to thirteen. Extremely valuable for elementary school teachers and librarians. L. M. J.

The Tall Book of Make-Believe. Selected by Jane Werner. Illustrated by Garth Williams. New York: Harper and Brothers, 1950. Pp. 92. \$1.00.

The imagination of primary-age children will be more than satisfied by the excellent selection of make-believe stories and poems in this "Tall" book. Some of the authors represented are Eugene Field, Dorothy Aldis, Rose Fyleman, Edward Lear, Carl Sandburg, and Margaret Widdemer. The colored and black-and-white illustrations are beautifully drawn and particularly expressive of appropriate imagination. D. E. W.

The Tower by the Sea. By Meindert DeJong. Illustrated by Barbara Comfort. New York: Harper and Brothers, 1950. Pp. 113. \$2.00.

With understanding and with feeling Meindert DeJong tells a strange and significant legend of the North Sea country built around a wise old woman who

lived alone in her little one-room house with a magpie which she had rescued as a fledgling and a white cat which she had saved from drowning as a kitten. Her triumph over persistent superstition and malicious gossip which threatened her life came in one terrible night when she saved the town from a great tragedy. Barbara Comfort's fine, bold pictures in black and white reflect the atmosphere and the spirit of the story.

M. E. C.

Su-Mei's Golden Year. By Marguerite Harmon Bro. Illustrated by Kurt Wiese. New York: Doubleday and Company, 1950. Pp. 246. \$2.50.

Against the stern background of invading armies, blighted crops, and famine the writer tells a moving and beautiful story of Chinese village and family life. An understanding mother, a patient father, and a trusting little girl triumph over the superstition and fears of the villagers. Learning taught at the "Great School" of the Americans leads to the success of one patch of experimental wheat, and points the way to a varied and bountiful harvest such as the little village had never known. Distinguished illustrations enhance the charm of the book.

M. E. C.

Young Readers Baseball Stories. By Charles Coombs. Illustrated by Richard Osborne. New York: Lantern Press, 1950. Pp. 190. \$2.50.

Five easily read stories that will prove helpful in building good sportsmanship. Good print and wide margins.

E. J. W.

The Man Who Didn't Wash His Dishes. By Phyllis Krasilovsky. Illustrated by Barbara Cooney. New York: Doubleday and Company, Inc., 1950. \$1.50.

As the title implies the dishes kept piling up till there was no room in the little house for the little man. The illustrations depicting his plight are simply drawn and extremely funny. The little man's solution to his problem is up to question but the last illustration shows him perfectly satisfied with it.

D. E. W.

Wishing Boy of New Netherland. By Maud Esther Dilliard. Illustrated by Albert Orbaan. New York: E. P. Dutton and Company, 1950. Pp. 187. \$2.50.

Intimate picture of a Dutch family living on Long Island in the seventeenth century illustrates that Willem's experiences were similar to those of a modern boy. Descriptions of the customs, clothes, and holiday celebrations enable the young readers to picture vividly this period of their country's history. Portrays excellent family relations. The book contains a glossary of Dutch terms and attractive illustrations.

E. J. W.

Indians of the Longhouse; the Story of the Iroquois. By Sonia Bleeker. Illustrated by Althea Karr. New York: William Morrow and Company, 1950. Pp. 160. \$2.00.

The Iroquois, dreaded enemy of the colonists, were farmers, hunters, and warriors in their own right over three hundred years ago, concentrating their activities on land which is now known as New York State. As a federation of six individual tribes their power and influence affected the vast Eastern area. This first book of a new series serves as a real and vital contribution for children in the intermediate and upper grades, who will gain a basic knowledge and understanding of Indian life and customs prior to European discovery and settlement from every informative page.

R. W.

Bruce Benson on Trails of Thunder. By Frances Fullerton Neilson and Winthrop Neilson. New York: E. P. Dutton and Company, 1950. Pp. 190. \$2.50.

In the third book of this series, thirteen-year-old Bruce proved himself capable of filling a man-sized job with a survey gang in the Adirondack Mountains and proved his courage by leading his cowardly boss to safety during a storm. His friendship with Ronnie, a boy of the woods, and adventures in the mountains will be exciting reading for young boys.

E. J. W.

Chatterly Squirrel and Other Animal Stories. By Jane Werner. Illustrated by J. P. Miller. New York: Simon and Schuster, 1950. Pp. 125. 25 cents.

This collection, containing twelve short stories, begins with the tale of the Woopus, who isn't anybody at all but of whom all the animals are afraid. Chatterly Squirrel proves that there is no such thing and "not one of the animal children were ever afraid again." "Sunning Owl Changes His Tune," "Little White Lamb," and "Little Mole Goes Explaining," are perhaps the most delightful of stories. "The Farm of Little Camel" resembles a "Just So Story" with much more appeal to the very youngest reader. The illustrations are of stylized, caricature, comic type.

V. L.

Red Joker. By Margaret S. Johnson. New York: William Morrow and Company, 1950. Pp. 95. \$2.00.

An unusual friendship between a playful Irish setter and a high-spirited colt and the devotion of a small boy for both furnish the theme of Margaret Johnson's charming story for middle-graders. The young thoroughbred's racetrack career reaches an exciting climax when the faithful dog plays an important role in rescuing the champion from horse thieves, and the three pals hold a joyful reunion.

M. E. C.

INEXPENSIVE PAMPHLET MATERIAL

The Administrator's Handbook on Reading. Chicago: Scott, Foresman and Company, 1950. Pp. 32.

Adult Education: Current Trends and Practices. UNESCO. New York: Columbia University Press, 1949. Pp. 148. 75 cents.

Anglo-American Economic Relations. By the Staff of the International Studies Group of The Brookings Institution. Washington, D. C.: The Brookings Institution, 1950. Pp. 74. 60 cents.

Annual Report 1950. New York: Public Education Association, 1950. Pp. 22.

Approaches to Differentiated Guidance in Reading. By Emmett Albert Betts. New York: Education, May, 1950. Pp. 18.

Arts in Childhood Series. Nashville: Fisk University—Series III, 1948. Pp. 20 each. 30 cents each.

Bulletin 1, *One World in Children's Books.*

Bulletin 2, *Opportunity in the Arts.*

Bulletin 3, *Starting the School Year Right.*

Bulletin 4, *Art as a Universal Language.*

Series IV, 1949. Pp. 20 each. 25 cents each.

Bulletin 1, *Our Own Views in Verse.*

Bulletin 2, *Children's Right to One World.*

Bulletin 3, *Arts in Home and School Life.*

Bulletin 4, *Mass Media for Boys and Girls.*

Series V, 1949. Pp. 20 each. 25 cents each.

Bulletin 2, *Art Experiences for Every Child.*

Atoms At Work. By Lee Dubridge and Paul C. Aebersold. Los Angeles: Council on Atomic Implications, Inc., University of Southern California, 1950. Pp. 48. \$1.

The Canadian Catalogue of Books Published in Canada, About Canada, As Well as Those Written by Canadians, With Imprint of 1949. Compiled by the Toronto Public Libraries. Toronto: Ontario Library Review, 1950. Pp. 63.

Career Conference, Suggestions for Nebraska Schools. By Doris McGaffey. Edited by Ralph C. Bedell. Lincoln: Department of Vocational Education, State of Nebraska, 1949. Pp. 40. \$1.

Community Service in the Dalton School. By Nora Hodges. New York: The Dalton Schools, Inc., 1949. Pp. 64.

Developmental Tasks and Education. By Robert J. Havighurst. New York: Longmans, Green and Company, 1950. Pp. 86. \$1.

Employment Outlook for Elementary and Secondary School Teachers. Bulletin No. 972, United States Department of Labor, Washington, D. C.: Bureau of Labor Statistics, 1950. Pp. 89. 35 cents.

Employment Outlook in Petroleum Production and Refining. Bulletin No. 994, United States Department of Labor, Washington, D. C.: Bureau of Labor Statistics, 1950. Pp. 52. 30 cents.

Extended School Services Through the All-Day Neighborhood Schools. Curriculum Bulletin No. 3. New York: Board of Education, 1947-8. Pp. 86.

Film Selection Guides, First Revised Editions: Primary and Elementary Grades, Junior and Senior High School Social Studies, and Junior and Senior High School Sciences. By Kenneth D. Norberg in collaboration with the Textbook Publishers. Wilmette: Encyclopedia Britannica Films, Inc. Pp. 105, 44, and 62 respectively.

Fire More Than Water. By Cyprian Blagden. New York: Longmans, Green and Company, Limited, 1949. Pp. 42.

The Forty-fourth Annual Report for the Year Ended June 30, 1949. New York: The Carnegie Foundation for the Advancement of Teaching, 1949. Pp. 61.

Foundation for Foreign Affairs Pamphlets, Washington, D. C. —

Americans In China: Some Chinese Views, Foundation Pamphlet No. 5. By Thurston Griggs. 1948. Pp. 59. 75 cents.

Customs Unions: A Tool for Peace, Foundation Pamphlet No. 8. By Leopold Kohr. 1949. Pp. 64. 75 cents.

Kolyma: Gold and Forced Labor in the USSR, Foundation Pamphlet No. 7. By Silvester Mora. 1949. Pp. 66. \$1.

Making the Peace: 1941-1945. By William L. Neumann. 1950. Pp. 101. \$1.

Whither American Power? A Symposium. Winter 1950 issue of *American Perspective*. Pp. 110. \$1.

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